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This survey of students enrolled in Michigan's colleges and universities in the fall of 1966 involved 6,928 Negroes, 1,049 Orientals, 250 American Indians, and 164,221 whites. The study revealed more Negro than white female enrollments, a Negro drop-out rate nearly double that of whites, and more Negroes than whites in graduate and graduate professional programs. A majority of both student groups were Michigan residents, and more whites than Negroes were engaged in full-time study. Two-thirds of the Orientals, and 65% of the American Indians were male. Most of the Orientals were foreign students, 29.5% of the American Indians were non-residents of Michigan, 25% of both groups studied on a part-time basis, and a high proportion of both groups pursued graduate studies. These and other findings have outlined the degree of minority group participation in higher education, a restricted program involvement of minority students enrolled in higher education institutions, their concentration in urban institutions, and their dependence on jobs or federal and local financial support. Recommendations, based on these areas of concern, propose steps that colleges and universities may take to increase the number of minority group students, and high school and college collaboration to identify, motivate, recruit, and help low-income minority students to further their education. Joint action by educational institutions and state agencies is also suggested for the development of a coordinated approach to equal educational opportunity problems in higher education. (WM)

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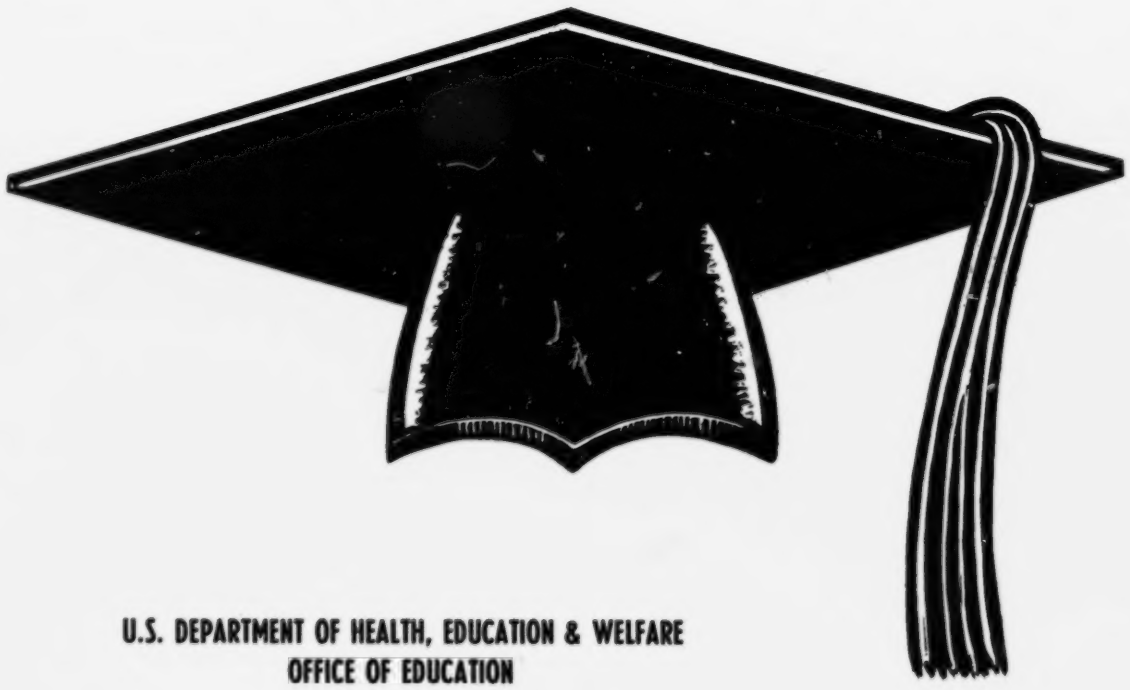
VOCATIONAL PREPARATION AND RACE IN MICHIGAN HIGHER EDUCATION



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State of Michigan
Civil Rights Commission

FINAL REPORT

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Russell F. Feury
State of Michigan
Civil Rights Commission

Detroit, Michigan
February, 1969

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U.S. Department of
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Introduction

This report provides, for the first time, information on the vocational choice of students attending Michigan colleges and universities by race. Also for the first time, information is presented on the racial composition of the student body, including breakdown by age, sex, full or part-time study, class, main and special financial assistance, residence and home county of the Michigan students.

The participation in higher education and characteristics of racial groups – white, Negro, American Indian and Oriental college students – are presented separately. Data for white and Negro college students has been analyzed, not only to make relative comparisons, but to present the total picture, as combined they represent 98% of the 172,930 students participating in the study. About nine out of ten of both groups of students were Michigan residents. On the other hand, American Indian and Oriental college students are analyzed as separate groups, for they represent less than 1% of the students in the study and a significant proportion of both groups are non-residents of the State of Michigan.

Data for American Indian and Oriental students is also analyzed separately because of their variance in occupational preparation. Oriental students were predominantly preparing for engineering and scientific occupations, whereas the American Indian students were preparing mainly for social-related occupations.

The Michigan Civil Rights Commission undertook the study during the fall of 1966. The major objectives of the study were: (1) To determine the racial composition of the student body at Michigan colleges and universities; (2) To identify the major fields of study in which white and minority groups are undertaking to prepare themselves for their life's profession as the best estimate of their professional objectives; (3) To observe the residential patterns of student population; and (4) To determine the extent of student participation in federal-supported programs.

Recommendations

Recommendations

The findings of this study suggest needed improvements. The areas of concern as outlined by these findings are the following:

1. degree of minority group participation in higher education
2. restricted program participation of minority group students enrolled in higher education
3. concentration of minority group students in urban-centered institutions of higher learning
4. dependence of minority group students on jobs, or federal and local assistance.

Recommendations for Higher Education Action

1. Administrative Procedures

Administrative procedures should be reviewed in light of the small degree of minority group participation in higher education. This review should include evaluation of the use of standardized tests, grade norms and other criteria used to screen out potential college applicants.

2. New Programs

New forms of post-high school education and new college programs are needed for minority group members who have some academic potential, but have little exposure to the ever expanding world-of-work and changing training requirements.

3. Problems Arising from De Facto Segregation

Minority group students should be offered academic help to overcome specific problems that arise from de facto segregated elementary and secondary schools. This aid should take into consideration weak academic preparation, low motivation to attend college, and lack of funds.

4. Failure Rates

College failure rates of minority group students should be reduced by college facilities improving their admission, instructional, provisional, and individual attention to such students.

Recommendations for Joint Secondary and Higher Education Action

1. Scholarships

More scholarships should be provided to encourage more minority group students from lower economic levels to attend college. Scholarships may have to be committed to students before high school graduation in order to stimulate their motivation to attend college.

2. Higher Education Assistance

State and federal assistance to minority students for higher education should be encouraged and increased. Projects like Upward Bound which identify potential college bound youngsters at the 10th grade level should be enlarged, and considerable financial as well as academic help should be provided when required.

3. Expansion of Post-High School Training

Community colleges presently training post-high school students in technical and related program areas should expand their efforts to recruit minority group students. Contact should be made with high schools serving minority group students in order to inform them early as to opportunities in these areas.

4. Counseling Services

Counseling services should be increased to encourage minority group high school students to see college as a goal.

CONTINUED

Recommendations for Joint State and Higher Education Action

1. Cooperative Efforts

All participating colleges and universities should meet to consider jointly how they can relate equality of opportunity to: (1) admission procedures and minority group participation in all curriculum areas; (2) faculty recruitment, selection and placement; (3) curriculum emphasis on inter-group relations and civil rights; (4) the development of a coordinated approach to the equality of educational opportunity problems facing higher education.

2. Development of a Coordinated State Approach

The solution of these problems rests with the colleges and universities. The job of highlighting the issues, and providing needed incentives which would facilitate structural change is shared by the State Board of Education and its division, the Bureau of Higher Education and the Michigan Civil Rights Commission.

The State Board of Education, the Bureau of Higher Education and the Michigan Civil Rights Commission should jointly explore the findings of the study in light of their own structure and practices, in order to develop a coordinated state approach to the problem.

3. Statewide Advisory Committee on Higher Education

A statewide advisory committe on higher education should be established which would include community colleges, universities, and private institutions, as well as those state departments that share responsibility in this area. The Committee should review the findings of the Higher Education Study, and establish a program to meet these needs.

4. Follow-Up Studies

Follow-up studies should be conducted periodically to see if necessary changes have occurred in minority-group participation, as well as to determine the validity of vocational preparation plans for the student body.

Table 1

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN, BY RACE, SEX AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND SEX	White	Negro	American Indian	Oriental	Other	TOTAL
All Institutions:						
Men	102,285	3,290	136	702	381	106,794
Women	61,936	3,638	74	347	141	66,136
Total	164,221	6,928	210	1,049	522	172,930
State Colleges & Universities:						
Men	60,147	1,894	87	552	254	62,934
Women	40,041	2,248	42	273	75	42,679
Total	100,188	4,142	129	825	329	105,613
Community Colleges:						
Men	22,435	847	36	22	52	23,392
Women	11,431	961	12	21	28	12,453
Total	33,866	1,808	48	43	80	35,845
Church-Affiliated Colleges:						
Men	11,236	351	9	78	45	11,719
Women	8,837	298	13	39	33	9,220
Total	20,073	649	22	117	78	20,939
Business & Technical Institutions:						
Men	8,467	198	4	50	29	8,748
Women	1,627	131	7	14	6	1,785
Total	10,094	329	11	64	35	10,533

Table 2

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN - BY RACE, SEX AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND SEX	White	Negro	American Indian	Oriental	Other	TOTAL
All Institutions:						
Men	62.3	47.5	64.8	66.9	72.8	61.8
Women	37.7	52.5	35.2	33.1	27.2	38.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges & Universities:						
Men	60.0	45.7	67.4	66.9	77.2	59.6
Women	40.0	54.3	32.6	33.1	22.8	40.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
Men	66.2	46.8	75.0	51.2	65.0	65.3
Women	33.8	53.2	25.0	48.8	35.0	34.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affiliated Colleges:						
Men	56.0	54.1	40.9	66.7	57.7	56.0
Women	44.0	45.9	59.1	33.3	42.3	44.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
Men	83.9	60.2	36.4	78.1	82.9	83.0
Women	16.1	39.8	63.6	21.9	17.1	17.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Implications of Study

This study indicates that only 4% of the students in Michigan institutes of higher education are Negro, compared with an estimated 9% Negro population representation in the prime college-age group – 18 to 21 years – in 1966. This means that proportionately 2¼ times as many Negroes were in the college-age population as reported to be in Michigan higher education. Also, the relative position of the Negro college students in Michigan higher education has not changed. There re proportionately no more Negroes in higher education than there were six years ago.

The findings of the study conducted in the fall of 1966 are:

A greater proportion of Negro women were enrolled in higher education than white women. This higher Negro female enrollment indicates that much of the burden of supporting of families will continue to fall on Negro professional women. Another disturbing factor is that the Negro college student has a greater tendency than white students to drop out of college, for the Negro drop-out rate is about double that of white students. The Negro college student needs a job much more than the white college student in attaining a higher education. Almost half of the Negro college students could not have attended college without employment.

Work-study programs were much more important to Negro students than to white students. Grants and loans in such a program have freed many minority-group students from the necessity of earning a full-time living to support themselves and their families and discharge financial obligations which would have otherwise kept them from academic advancement.

Part-time study is much more important to Negroes than it is to whites. The need for employment to pay for a college education is the reason for this higher concentration in part-time study. The higher concentration of Negroes in part-time study results in the extension of their college careers by two to three years.

Negro college students continue to follow the traditional fields of teaching and social work. Very few plan to enter engineering and science. It is clear from study data that the Negro college students for the most part, select the less economically profitable vocations. This tends to threaten the economic power of Negroes to reach equality.

The anticipated supply of non-white students, mainly Negro, graduating from colleges and universities is unlikely to be large enough to meet the anticipated demand for non-white professional, managerial and technical workers.

In a previous Michigan Civil Rights Commission publication, "Reaching for Equality," it is reported that 27,000 new jobs over and above the 1960 level will be available to non-white workers by 1980. In addition to these new jobs resulting from expansion, it is expected that 13,000 new entrants will be needed to replace workers who retire or die or leave professional, managerial and technical related occupations between 1960 and 1980. This means that 40,000 college-trained non-whites will be needed to meet this manpower demand for the 20-year span. However, if the supply of non-white college graduates follows the expected trend for the next four years, then candidates for these professional, managerial and technical related jobs will fall short of the anticipated demand by about 10,000.

It is evident that unless considerable successful effort is made to increase the number of Negro college students, the gap between the proportion of whites and non-whites in professional and related jobs cannot be closed – in fact, it will become even wider.

For business and industry, which will have the job openings, the implications are:

1. The number of Negroes attending and graduating from college must be rapidly accelerated.
2. A higher proportion of Negro students must be encouraged to enter the fields of engineering and science.
3. Greater efforts must be made to ensure that Negroes now in college part-time are given an opportunity to complete their course of study.
4. Greater efforts must be made, through managerial training programs, to provide Negroes now employed with the opportunity to move into professional, managerial and technical jobs.

The task for education and government is to insure that the need for action is made clear to employers and the non-white community and that the resources are adequate to ensure the success of this program.

Negro and White Comparisons in Michigan Higher Education

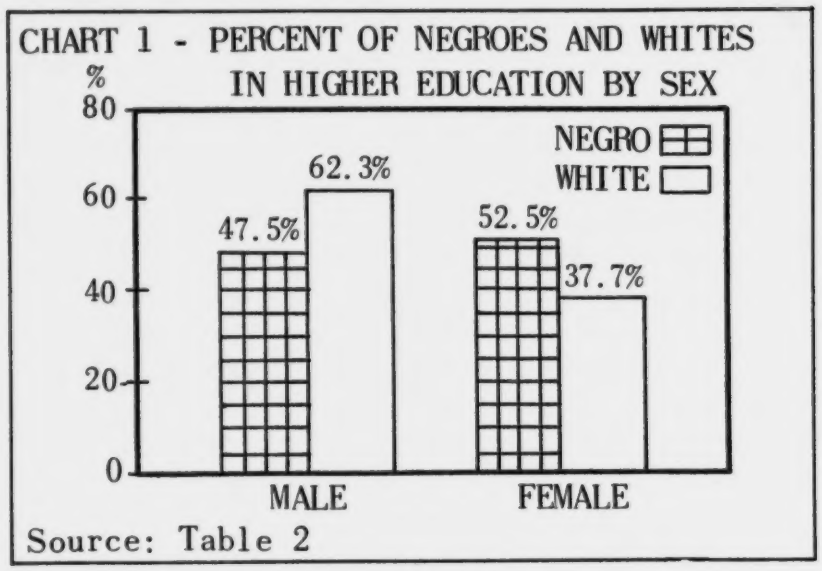
ONLY FOUR OUT OF 100 STUDENTS IN HIGHER EDUCATION WERE NEGRO

The total number of college and university students reporting was 173,000 of whom 164,221 or 95% were white college students. Negro participation in higher education in Michigan in Fall 1966 was only 6,928 or 4% of the total. An indicator of the position of Negroes in higher education is the population enrollment comparison. Negro students were under-represented in the college population when compared with their total population. In 1966 it was estimated that both the total Negro population in the State and the Negro college-age population (18 to 21 years) was approximately 9%, while the study shows that only 4% of the college population was Negro. In other words, there were proportionately 2¼ times as many Negroes in the population and the prime college-age group as were reported to be enrolled in Michigan colleges and universities. When we compare the survey data with the 1960 Census of Population we find virtually no change has occurred in the relative position of the white and Negro college students in higher education since the beginning of the decade. In 1960 the U.S. Census of Population reported 95% students enrolled in higher education in Michigan were white and the proportionate balance was non-white, mainly Negro. Our student data shows that this proportion is virtually identical, white students constituting 95% of the total and the remaining 5% non-white. It would seem safe to conclude from this comparison that the relative enrollment of non-whites, mainly Negroes, in colleges and universities in Michigan has remained about the same during the past six years.

Negro students were concentrated in fewer Michigan higher-education institutions than white students. Over half, 55%, of the Negro students in Michigan higher education who were participating in the study were in Wayne State University 35.7%; Eastern Michigan University 7%; Flint Junior College 5.9%; and Highland Park Junior College 6.3% compared with only 25% or one-fourth of the white students in the same Michigan higher education institutions (Table 18).

NEGROES WERE THE ONLY RACIAL GROUP WITH MORE WOMEN THAN MEN

College attendance differed between sex and race. In the Fall of 1966 the overall enrollment was 106,794 men and 66,136 women (Table 1). This was a proportion of about three men to every woman in higher education. When these figures are broken down by race, more Negro women were enrolled than men. Negroes constituted the only racial group in which more women (52.5%) were enrolled in higher education institutions than men (Table 2). This pattern reflects a higher percentage of female high-school graduates among Negroes. The higher Negro female enrollment indicates that much of the burden of supporting families will continue to fall on Negro professional women.



College attendance by white men and women in the State follows traditional patterns. There were about three men for every woman in Michigan colleges and universities. One reason for this is that men attend college to prepare for a vocation. Girls, on the other hand, usually get married earlier and marriage more frequently interferes with plans for higher education.

The sex distribution in state colleges and universities and community colleges follows the overall pattern. There were more Negro women than men, both in state colleges and community colleges. Of the Negroes, 53% in community colleges and 54% in the state colleges were women (Table 2). In contrast, 60% of the white college students in state colleges and universities were men and in the community colleges a slightly higher proportion, 66.2% were men. In the private sector the reverse is true for Negroes: 54% of the Negroes in church-affiliated colleges were men and about the same proportion were white, 56%, in the same institutions. Of the students in business and technical institutions, the remaining private college sector, 60% were Negro men and a significantly higher proportion of the white students were men, 84%.

NEGRO STUDENTS WERE SLIGHTLY OLDER THAN WHITE STUDENTS

Twenty-nine percent of the Negro students were in the older age brackets – 25 to 34 and 35 and older, compared with 17.7% of the white students (Table 4).

The relatively high older age group among the Negro students can be related to the fact that a higher proportion of them were in part-time study, in graduate and

Table 3

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BY RACE, AGE AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND AGE	White	Negro	American Indian	Oriental	Other	TOTAL
All Institutions:						
18 and under	10,608	638	15	41	28	11,330
18 - 21	98,488	3,280	98	255	189	102,318
22 - 24	25,920	962	35	220	117	27,254
25 - 34	19,867	1,195	48	431	152	21,693
35 and over	9,288	838	14	102	42	10,287
TOTAL	164,171	6,916	210	1,049	528	172,874
State Colleges & Universities:						
18 and under	4,587	291	8	26	11	100,167
18 - 21	58,453	1,778	54	174	99	4,133
22 - 24	18,227	648	25	176	77	129
25 - 34	12,712	776	32	364	116	824
35 and over	6,188	640	10	84	29	332
TOTAL	100,167	4,133	129	824	332	105,585
Community Colleges:						
18 and under	3,702	232	5	6	11	3,956
18 - 21	21,019	1,037	25	24	46	22,151
22 - 24	3,526	190	5	4	11	3,736
25 - 34	3,753	242	10	8	10	4,023
35 and over	1,849	104	3	1	4	1,961
TOTAL	33 849	1,803	48	43	82	35,827
Church-Affiliated Colleges:						
18 and under	1,635	73	2	7	4	1,721
18 - 21	13,655	307	12	44	32	14,050
22 - 24	2,397	84	3	29	22	2,535
25 - 34	1,677	112	4	27	16	1,836
35 and over	704	72	1	11	5	793
TOTAL	20,068	648	22	118	79	20,935
Business & Technical Institutions:						
18 and under	684	42	-	2	2	730
18 - 21	5,361	158	7	13	12	5,551
22 - 24	1,770	39	2	11	7	1,829
25 - 34	1,725	65	2	32	10	1,834
35 and over	547	25	-	6	4	582
TOTAL	10,087	329	11	64	35	10,526

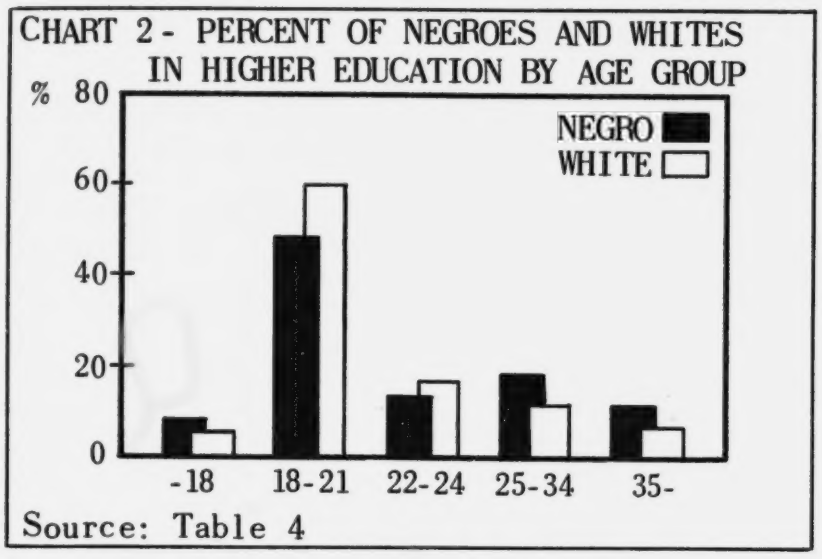
Table 4

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN

BY RACE, AGE AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND AGE	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
18 and under	6.5	9.2	7.1	3.9	5.3	6.6
18 - 21	60.0	47.5	46.7	24.3	35.8	59.1
22 - 24	15.8	13.9	16.7	21.0	22.2	15.8
25 - 34	12.1	17.3	22.9	41.1	28.8	12.5
35 and over	5.6	12.1	6.6	9.7	7.9	6.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges & Universities:						
18 and under	4.6	7.0	6.2	3.2	3.3	4.6
18 - 21	58.3	43.0	41.9	21.1	29.8	57.4
22 - 24	18.2	15.7	19.4	21.4	23.2	18.1
25 - 34	12.7	18.8	20.8	44.1	34.9	13.3
35 and over	6.2	15.5	7.8	10.2	8.7	6.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
18 and under	10.9	12.9	10.4	14.0	13.4	11.0
18 - 21	62.1	57.5	52.1	55.8	56.1	61.9
22 - 24	10.4	10.5	10.4	9.3	13.4	10.4
25 - 34	11.1	13.4	20.8	18.6	12.2	11.2
35 and over	5.5	5.8	6.3	2.3	4.9	5.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affiliated Colleges:						
18 and under	8.2	11.3	9.1	5.9	5.1	8.2
18 - 21	68.0	47.4	54.6	37.3	40.5	67.1
22 - 24	11.9	13.0	13.6	24.6	27.9	12.1
25 - 34	8.4	17.3	18.2	22.9	20.2	8.8
35 and over	3.5	11.1	4.6	9.3	6.3	3.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
18 and under	6.8	12.8	-	3.1	5.7	6.9
18 - 21	53.1	48.0	68.6	20.3	34.3	52.8
22 - 24	17.6	11.8	18.2	17.2	20.0	17.4
25 - 34	17.1	19.8	18.2	50.0	28.6	17.4
35 and over	5.4	7.6	-	9.4	11.4	5.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

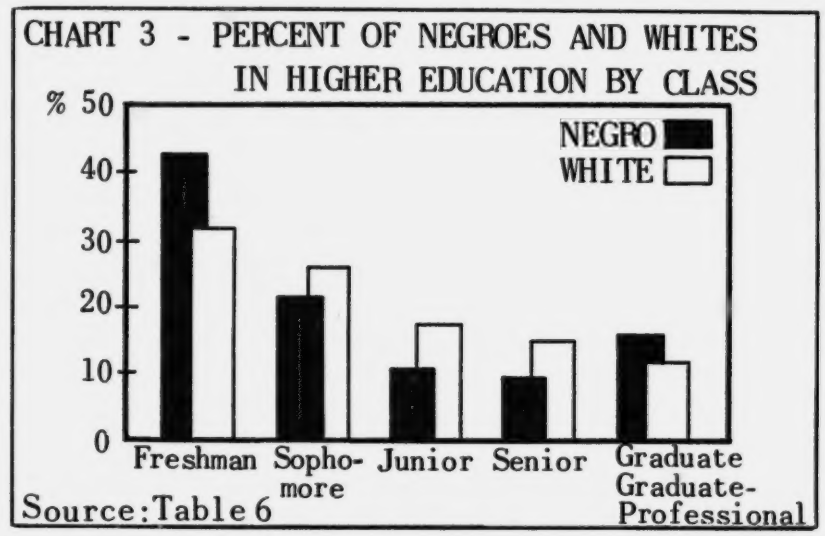
graduate-professional programs and holding a job. Conversely, more white students were under 22 than the Negro racial group. Two-thirds of the white students attending colleges and universities in Michigan were under 22, whereas just over half, 56.7% of the Negroes were in the under-22 age group. These age patterns hold true for Negroes and whites in the state colleges and universities, community colleges, church-affiliated colleges and business and technical institutes. In all cases, there were proportionately more Negroes in the older age brackets, 25 through 34 and 35 and over. Also, proportionately, there were more white college students in the younger age brackets, 18 and under and 18 through 21; however, in the intermediate age category, 22 through 24, there was somewhat of a different age variance between the institutions.



Proportionately more Negroes were in the 22-24 age bracket in church-affiliated colleges and universities. In business and technical institues there were proportionately more whites than Negroes in the 22 to 24 age bracket, 17.6% and 11.8% respectively, and there were also more white students than Negro students in this category – 18.2% and 15.7% respectively.

NEGROES HAVE A GREATER TENDENCY THAN WHITES TO DROP OUT OF COLLEGE

The information on class levels of students in Table 6 indicates that the drop-out rate of Negroes is about double that of white students. In the freshman class proportionately more Negro than white students were enrolled during the fall of 1966 - 41.8% compared with 31.3% (Table 6); however, in the sophomore, junior and senior years there were proportionately fewer Negro students than whites. In the sophomore year there were only 20.7% of the Negroes as compared with 24.8% of the whites; in the junior year 10.7% compared with 16.2%, and senior year 9.4% compared against 13.3%. One of the reasons why Negroes have a tendency to drop out, as indicated by the data, is because a higher percentage are enrolled as part-time students and it is more difficult for them to complete their studies. Another reason, probably most important of all, is the fact that many Negroes receive inadequate secondary and elementary education.



When we look at the four types of institutions: state colleges and universities, community colleges, church-affiliated colleges, and business and technical institutes, the same pattern is found. Proportionately more Negro students are in the freshman year and fewer Negroes are in the sophomore, junior and senior years as compared with white students. The Negro freshman enrollment ranges from 26.9% in state colleges and universities to a high of 71% in community colleges. As can be expected, the overwhelming majority, nine out of ten students are in their freshman and sophomore years. This is because community colleges provide two-year terminal programs and two-year preparatory programs for state colleges and universities.

GREATER PROPORTIONS OF NEGRO STUDENTS ARE IN GRADUATE AND GRADUATE PROFESSIONAL PROGRAMS THAN WHITE STUDENTS

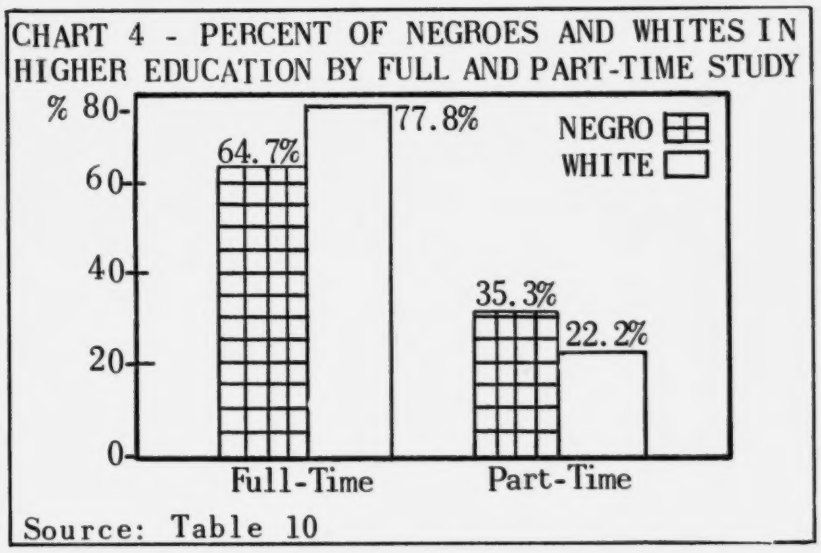
At the other end of the educational ladder, in higher education institutions we find a slightly higher proportion of Negroes (14.2%) in graduate and graduate-professional programs compared against 11% of the white students (Table 6). One reason why there are proportionately more Negro students is that they are more concentrated in education and social work than their white counterparts. Teaching and social work require graduate degrees for promotions.

In church-affiliated colleges the pattern is reversed: 4.6% of the Negroes were in graduate and graduate-professional programs compared with 6.7% of the white students (Table 6). As can be expected, the state colleges and universities had the highest proportion of Negro and white students in graduate and graduate-professional programs; 21.9% of the Negro students were in graduate and graduate-professional programs in these colleges and universities compared with 16.2% of the white students.

MOST OF THE NEGRO AND WHITE COLLEGE STUDENTS WERE MICHIGAN RESIDENTS

The vast majority of white and Negro students attending colleges and universities in Michigan were permanent residents of the State. A slightly higher proportion, nine

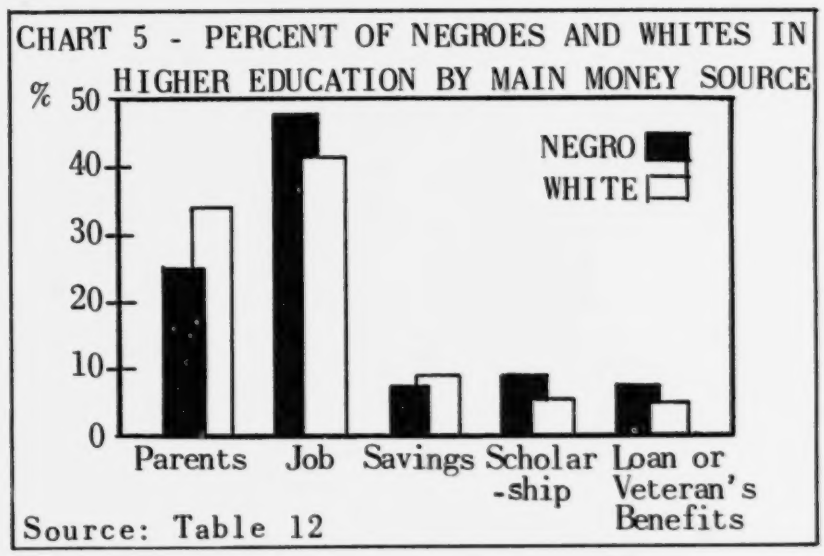
out of ten, of the Negro college students indicated that they were Michigan residents (Table 8). Closely following in proportion were white college students with 89% of them indicating that they were also Michigan residents. The majority of white and Negro students at the four types of institutions, state colleges and universities, community colleges, church-affiliated colleges, and business and technical institutes, are permanent Michigan residents. There is considerable variance between the different types of institutions in Negro and white Michigan college residence patterns. As can be expected, virtually all of the white and Negro college students at community colleges were permanent residents of the State – 98.7% and 98.1% respectively. About the same proportion of white and Negro college students attending state colleges and universities indicated Michigan as their home state – 88.7% and 90.8% respectively. A slightly smaller proportion of the white students at business and technical institutes indicated that they were permanent residents of Michigan, 86.6%. The same proportion of Negro students in business and technical institutes as in state colleges and universities indicated that Michigan was their home state, 91%.



The church-related colleges had a significantly smaller proportion of both white and Negro students declaring themselves Michigan residents. Seventy-three percent of both Negro and white students attending church-related colleges indicated that they were from the State of Michigan. As can be expected, church-affiliated colleges had proportionately more students from different states than the other institutions; 24.5% of the white students and 20.6% of the Negro students at church-affiliated colleges indicated that they were residents of other states (Table 8). Also, a slightly higher proportion of whites than Negro students in church-affiliated colleges indicated that they were from abroad. Of foreign students attending church-affiliated colleges, 3% were white and 6% were Negro.

GREATER PROPORTIONS OF NEGROES WERE IN PART-TIME STUDY

College enrollment figures for Fall 1966 indicated as many as one out of every three Negro students was engaged in part-time study while only one out of five white students was part time (Table 10). Conversely, the proportion of white full-time students exceeded Negro full-time enrollment – just about eight out of ten white students are attending colleges full time – 77.8%. The result of the higher part-time concentration of Negroes is the extension of college careers of such students by two to three years. The reason for this higher concentration of Negroes in part-time study is the need for employment to pay for college education. Negro part-time participation in state colleges, community colleges, church-affiliated colleges and also business and technical institutes followed the overall pattern whereby there were proportionately more Negroes than white students in part-time study, ranging from 31.3% in church-affiliated colleges to 40.3% in business and technical institutes. On the other hand, white full-time enrollment ranged from 65.2% in business and technical institutes to 85.5% in church-affiliated institutions.



HOLDING A JOB WAS THE MAIN SOURCE OF FINANCIAL ASSISTANCE FOR NEGROES

The major source of financial support is one of the most important factors determining whether or not a student acquires a college education. The main source (parents, job, savings, scholarship, loan, VA benefits) of the money for students to complete their education varied somewhat between white and Negro students. Holding a job constituted the major source of college financing for Negroes, far more often than it did for white students. Of the Negroes, 47% reported their college costs were met mainly by employment (Table 12). This indicates that almost half of the Negro students could not have attended college without employment. About one-fourth of these Negro students depended upon their parents for support and another 8% financed their college education through scholarships. White college students, however, financed their college education somewhat differently. Holding a job was still the most important method of financing a college education for white students but not quite as important as it was for Negroes; 41.4% of the white students financed their education through employment. On the other

Table 5

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BY RACE, CLASS AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND CLASS	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Freshman	50,834	2,849	55	130	122	53,990
Sophomore	40,372	1,412	46	108	85	42,023
Junior	26,358	730	27	97	57	27,269
Senior	21,649	616	27	98	69	22,459
Graduate	15,334	740	31	535	137	16,777
Graduate-Professional	2 638	226	6	31	12	2,913
Other	5,442	245	13	42	41	5,783
TOTAL	162,627	6,818	205	1,041	523	171,214
State Colleges and Universities:						
Freshman	20,084	1,102	20	76	40	21,322
Sophomore	23,453	830	24	80	53	24,440
Junior	20,787	613	25	70	45	21,540
Senior	17,477	525	24	79	48	18,153
Graduate	13,967	696	25	459	114	15,261
Graduate-Professional	2,150	201	5	23	10	2,389
Other	1,815	134	4	32	19	2,004
TOTAL	99,733	4,101	127	819	329	105,109
Community Colleges:						
Freshman	19,915	1,249	23	29	51	21,267
Sophomore	9,639	394	14	7	16	10,070
Junior	386	21	-	1	2	410
Senior	170	11	-	-	2	183
Graduate	190	10	2	2	1	205
Graduate-Professional	119	10	-	1	-	130
Other	2,642	65	6	3	10	2,726
TOTAL	33,061	1,760	45	43	82	34,991
Church-Affiliated Colleges:						
Freshman	6,139	291	5	20	20	6,475
Sophomore	5,151	140	7	17	13	5,328
Junior	3,773	76	2	20	7	3,878
Senior	3,134	63	3	16	15	3,231
Graduate	1,090	24	1	33	14	1,162
Graduate-Professional	248	5	1	5	1	260
Other	431	35	3	5	8	482
TOTAL	19,966	634	22	116	78	20,816
Business & Technical Institutions:						
Freshman	4,696	207	7	5	11	4,926
Sophomore	2,129	48	1	4	3	2,185
Junior	1,412	20	-	6	3	1,441
Senior	868	17	-	3	4	892
Graduate	87	10	3	41	8	149
Graduate-Professional	121	10	-	2	1	134
Other	554	11	-	2	4	571
TOTAL	9,867	323	11	63	34	10,298

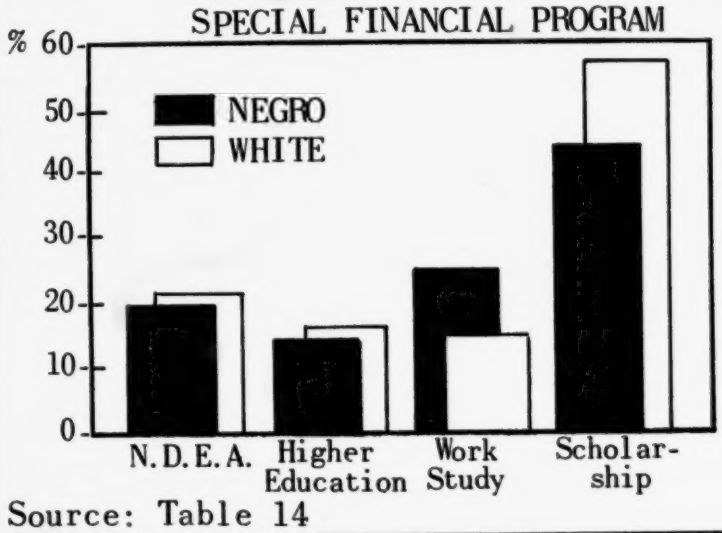
Table 6

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN- BY RACE, CLASS AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND CLASS	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Freshman	31.3	41.8	26.9	12.4	23.3	31.5
Sophomore	24.8	20.7	22.4	10.4	16.3	24.5
Junior	16.2	10.7	13.2	9.3	10.9	15.9
Senior	13.3	9.0	13.2	9.4	13.2	13.2
Graduate	9.4	10.9	15.1	51.5	26.2	9.8
Graduate-Professional	1.6	3.3	2.9	3.0	2.3	1.7
Other	3.4	3.6	6.3	4.0	7.8	3.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges and Universities:						
Freshman	20.2	26.9	15.7	9.3	12.2	20.3
Sophomore	23.5	20.2	18.9	9.8	16.0	23.2
Junior	20.8	14.9	19.7	8.5	13.7	20.5
Senior	17.5	12.8	18.9	9.6	14.6	17.3
Graduate	14.0	17.0	19.7	56.0	34.7	14.5
Graduate-Professional	2.2	4.9	3.9	2.8	3.0	2.3
Other	1.8	3.3	3.1	3.9	5.8	1.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
Freshman	60.2	71.0	51.1	67.4	62.2	60.8
Sophomore	29.2	22.4	31.2	16.3	19.5	28.8
Junior	1.2	1.2	-	2.3	2.4	1.2
Senior	.5	.6	-	-	2.4	.5
Graduate	.6	.6	4.4	4.7	1.2	.6
Graduate-Professional	.4	.6	-	2.3	-	.4
Other	7.9	3.6	13.3	7.0	12.3	7.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affiliated Colleges:						
Freshman	30.8	45.9	22.7	17.2	25.6	31.1
Sophomore	25.8	22.1	31.8	14.7	16.6	25.6
Junior	18.8	12.0	9.1	17.2	9.0	18.6
Senior	15.7	9.9	13.6	13.8	19.2	15.5
Graduate	5.5	3.8	4.6	28.5	18.0	5.6
Graduate-Professional	1.2	.8	4.6	4.3	1.3	1.3
Other	2.2	5.5	13.6	4.3	10.3	2.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
Freshman	46.6	64.1	63.6	7.9	32.4	47.8
Sophomore	21.6	14.9	9.1	6.4	8.8	21.2
Junior	14.3	6.2	-	9.5	8.8	14.0
Senior	8.8	5.3	-	4.8	11.8	8.7
Graduate	.9	3.1	27.3	65.1	23.5	1.5
Graduate-Professional	1.2	3.1	-	3.2	2.9	1.3
Other	5.6	3.4	-	3.2	11.8	5.5
TOTAL	100.0	1.0.0	100.0	100.0	100.0	100.0

hand, parental support was more important to white students than to Negroes, for 34.8% of the white students financed their college education through this source, compared with one-fourth of the Negro students. Eight percent of the white students indicated savings as the next main source, compared with 6.9% of the Negroes. Only 5% of the support for white students came from scholarships which is lower than for Negroes, 8.2%. In four types of institutions (state colleges and universities, community colleges, church-affiliated colleges, and business and technical institutes) the main source of financial support for Negroes was a job.

CHART 6 - PERCENT OF NEGROES AND WHITES IN HIGHER EDUCATION BY SPECIAL FINANCIAL PROGRAM



Source: Table 14

This pattern in the four types of institutions was the same for white students, with one exception: white students in church-affiliated colleges received their main source of financial assistance from their parents; 41.3% of the white students in these institutions received assistance from this source (Table 12). Interestingly, in community colleges there were proportionately more white students than Negroes receiving their financial support from holding a job. Among the white students 52% indicated that holding a job was more important to them, compared with 49% of the Negroes in community colleges. A slightly larger proportion of the white students in business and technical institutions, 63.9%, indicated a job as the most important source of financial support compared to 48% of the Negro student population.

FINANCIAL ASSISTANCE THROUGH WORK-STUDY PROGRAMS WAS MORE IMPORTANT TO NEGROES THAN TO WHITE STUDENTS

White and Negro students were asked what additional financial assistance they received through special programs. Grants and loans under programs such as the National Defense Education Act, Higher Education Act, work-study programs and scholarships have enabled many Negro and white students to attend college. White students numbering 38,408 and 1,874 Negro students participating in the study reported that they received financial support from these programs. Proportionately more Negroes than white students received financial assistance through work-study programs, 23.7% against 14.2% (Table 14). This pattern was also true in the other types of institutions. In state colleges and universities 19.8% of the Negroes, compared with 8.9% of the white students in such universities, received financial support through work-study programs. In community colleges 41.8% of the Negro students, compared with 40.7% of the white students, received financial assistance from work-study programs. Church-affiliated colleges had 23.1% of their Negro students, compared with 14.6% of their white students, reporting that they received financial support from work-study programs.

The only exception to this pattern was in business and technical institutes where 50.3% of the white students and only 20.4% of the Negro students received their financial assistance through work-study programs.

Over half, 51.2%, of the white students received grants of money through scholarships for which they had no obligation for repayment, compared with 43.8% of the Negro students in the study.

Second in importance to white students, both proportionately and numerically, was NDEA, for 20.2% of the white students received assistance through this program compared with 19.7% of the Negro students. The Higher Education Act was proportionately more important to whites than Negroes, 14.4% compared against 12.8% respectively.

Proportionately more white students compared with Negroes were receiving financial assistance through scholarships in state colleges and universities, community colleges and church-affiliated colleges. The only type of institution of higher education with proportionately more Negro students than whites in scholarship programs, was business and technical institutes, there being 65% of the Negro students in these institutes in scholarship programs compared with only 33.3% of the white students.

Without NDEA, Higher Education Act, work-study program, scholarships, many students, especially those belonging to minority groups, would not have been able to attend the college of their choice. Furthermore, grants and loans from these programs have freed many students from the necessity of earning a full-time living to support themselves, their families, and discharge financial obligations which would have otherwise kept them from academic advancement. Programs like the ones discussed should be expanded and new programs developed if the non white-white gap in higher education is to be narrowed.

Types of Michigan Higher Education Institutions and Vocational Choice

State higher-education institutions can be classified as state colleges and universities, community colleges, church-affiliated or private colleges, and business and technical institutes. The vocational intentions of students who participated in the study show that the programs of the different types of institutions vary significantly (See Table 15).

State colleges and universities are the largest. They represented 61% of the total students participating in the study, or about 106,000. State colleges and universities offer bachelor's or higher degrees. Vocational intentions of students in state colleges and universities follow the overall statewide pattern. Proportionately more students in these institutions were preparing themselves in the fields of education, humanities, physical and life science, and social sciences (Table 15). On the other hand, vocational intentions of students in state colleges and universities were lower than in other types of institutions in technical, clerical, engineering and business administration fields.

Community colleges provide instruction in degree-credit programs designed to enable students to transfer to 4-year institutions. Also, community colleges offer some terminal occupation courses designed to prepare students for immediate employment. It is the terminal occupation courses at community colleges that makes them different from other types of higher-education institutions in Michigan. Students in community colleges, planning to enter terminal occupations such as industrial trades, clerical, business administration and technical fields, were much higher in proportion than the statewide average for all types of institutions. On the other hand, the vocational intentions of students in community colleges were below the statewide average in such degree-credit programs as social science, physical and life sciences and education. The exception to this pattern amongst the degree-credit programs was the engineering field. There were proportionately more community college students intending to enter this field of work than the statewide average.

Church-affiliated colleges and universities, consisting of religious schools having programs only in theology, two-year terminal and degree-transfer schools, and regular 4-year degree program institutes offering a variety of curricula, are the third largest type of higher-education institutions in Michigan. Student intentions in these institutions vary considerably from the statewide pattern. Larger proportions of students were planning to enter the health service and clergy fields than in the other types of institutions. Students in church-affiliated colleges and universities have the lowest representation in engineering, clerical and technical fields of the four types of colleges.

Business and technical institutes provide training predominantly in business and engineering disciplines. Most of these institutions provide two and three-year curricula. Some of them offer work of a more advanced technical program concurrently with professional programs leading to a Bachelor of Science degree. As can be expected, they had the highest proportion of students planning to be engineers and those planning to enter business and administration fields. Outside of community colleges, they had the second highest representation in the technical fields. In other fields of endeavor, however, they had less representation than any other types of higher-education institution.

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BY RACE, PERMANENT RESIDENCE AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND RESIDENCE	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Michigan	145,373	6,285	145	295	233	152,331
Different States	16,437	520	25	120	38	17,140
Abroad	2,076	99	36	612	244	3,067
Total	163,886	6,904	206	1,027	515	172,538
State Colleges & Universities:						
Michigan	88,694	3,748	85	224	130	92,881
Different States	10,052	333	18	95	31	10,529
Abroad	1,222	48	25	484	163	1,942
Total	99,968	4,129	128	803	324	105,352
Community Colleges:						
Michigan	33,351	1,765	42	32	64	35,254
Different States	315	30	1	-	2	348
Abroad	134	5	3	10	14	166
Total	33,800	1,800	46	42	80	35,768
Church-Affiliated Institutions:						
Michigan	14,600	473	12	22	22	15,129
Different States	4,917	133	4	17	5	5,076
Abroad	521	40	5	79	50	695
Total	20,138	646	21	118	77	20,900
Business & Technical Institutions:						
Michigan	8,728	298	6	17	17	9,066
Different States	1,153	24	2	8	-	1,187
Abroad	199	6	3	39	17	264
Total	10,080	328	11	64	34	10,517

Table 8

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BY RACE, PERMANENT RESIDENCE AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND RESIDENCE	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Michigan	88.7	91.0	70.4	28.7	45.2	88.3
Different States	10.0	7.5	12.1	11.7	7.4	9.9
Abroad	1.3	1.4	17.5	59.6	47.4	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges & Universities:						
Michigan	88.7	90.8	66.4	27.9	40.1	88.2
Different States	10.1	8.1	14.1	11.8	9.6	10.0
Abroad	1.2	1.1	19.5	60.3	50.3	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
Michigan	98.7	98.0	91.3	76.2	80.0	98.6
Different States	.9	1.7	2.2	-	2.5	1.0
Abroad	.4	.3	6.5	23.8	17.5	.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affiliated Institutions:						
Michigan	72.9	73.2	57.1	18.6	28.6	72.4
Different States	24.5	20.6	19.1	14.4	6.5	24.3
Abroad	2.6	6.2	23.8	67.0	64.9	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
Michigan	86.6	90.9	54.5	26.6	50.0	86.2
Different States	11.4	7.3	18.2	12.5	-	11.3
Abroad	2.0	1.8	27.3	60.9	50.0	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Vocational Intentions of Students in Michigan Higher Education

Vocational intentions of 164,221 white students and 6,928 Negro students participating in the study are shown in Table 16. The general pattern of vocational intention varies strikingly between the two races. For example, the fields of nursing, sociology and social work were more heavily represented among the Negro students. On the other hand, engineering, the sciences and related technical occupations were more greatly represented among the white college students.

Most of the white college students plan to be engineers, teachers, business administrators, lawyers and accountants, accounting for 60% of the vocational plans of white students (Table 16). In engineering and physical science white students were much more represented than Negro students. Except for teaching, it can be seen that white students were concentrated in the traditionally male professions, partially as a result of racial differences in the female/male ratio. It can also be observed that white students plan to enter the most monetary-rewarding fields of work.

Four out of ten Negro college students plan to enter teaching and social work. The other most popular occupations chosen by Negro students were psychologist, registered nurse, accountant, business administrator, secretary and lawyer. Half of the most popular occupations among Negro students consisted of teaching, social work, and nursing which are usually monopolized by women, reflecting the greater proportion of women among Negro students.

In some of the vocations chosen by Negro college students, their comparative representation was considerably higher than their 4% overall enrollment in Michigan higher education. Still in others it fell considerably below this four out of every 100 ratio Negro college students were under-represented considerably in such fields as engineering, dentistry, agricultural science, clergy, industrial trades and journalism, when compared to their total participation. On the other hand, they were over-represented in such occupations as secretary, guidance counselor, registered nurse, physician, sociologist, psychologist and social worker. Even though Negro student representation in the preceding occupations was above their overall average of 4% in Michigan higher education, only in social work did they exceed their population representation of 9% in the 18-21 years of age category.

Education was, by far, the largest occupation group for both Negro and white students. Some 53,573 white students and about 2,500 Negro college students plan to enter the education fields (Table 16). Negro students' participation in teaching was about the same as white students'. The suspected reduction from over-representation in the past to this almost equivalent representation may be partly due to the fact that Negroes are not expecting to have the difficulty they once had in many occupations requiring college training. Negro college students' representation was much higher in the guidance counselor occupation. Seven percent of the students planning to enter this occupation were Negro students, compared to the overall Negro participation of 4% in state colleges and universities.

The business and administration group of occupation consists of accounting, business administration, salesman, public administrator and lawyer. Some 32,000 white students and about 1,200 Negro students listed this group as their occupational choice (Table 16). It was the second most important occupation for the Negro and white college students. About one out of every five Negro and white students indicated the occupations in this group as their vocational choice. Only the education group exceeded business and administration in importance for both Negro and white students. In this group Negro and white representation was about the same for those who are planning to be accountants, business administrators, public administrators and lawyers. Only in the salesman group were Negro college students greatly under-represented. Some 600 white students compared to only five Negro students indicated salesman as their vocational choice.

The part played by Negroes in the engineering occupations is expected to be small. Some 17,000 white students plan to enter engineering occupations or 10% of their total distribution in the study (Table 16). Only 232 Negro students plan to become engineers, accounting for 3.3% of the total Negro enrollment. White students show a higher representation than Negro students in all engineering occupations. The greatest under-representation of Negro students was in mechanical engineering in which there were 11 Negro students compared with 2,981 white students.

CONTINUED

Negroes have been under-represented in the physical and life science fields and it looks as if this will continue to be true. Only about three out of every 100 students in the physical and life science fields were Negroes compared with four out of every 100 in the study. Negro representation in agricultural science in this group was found to be even smaller. Some 1,352 white students plan to be agricultural scientists but only five Negro college students indicated this occupation as their vocational choice. This means that only three out of every 1,000 future agricultural scientists will be Negroes (Table 16).

The part played by Negroes in technical fields ancillary to engineering is also expected to be small. Only three out of every 100 Negro students plan to enter technical fields which is once again below their study participation of 4%. Negro college students reported that they were training for only six of the 11 technical occupations – draftsman, air conditioning, refrigerator and heating technician, electric and electronic technician, industrial technician, and mechanical technician.

Over 11,000 white college students and about 700 Negro students indicated they were preparing for the health service field (Table 16). Negro student representation in the health service field was somewhat higher (5.5%) than their overall representation of four out of every 100 in the study, but the representation within the occupations in this group varies considerably. Negro students accounted for eight out of every 100 professional nurses and eight out of every 100 physicians. Conversely, in dentistry less than three out of every 100 Negro college students were planning to enter this occupation.

Social scientists are engaged in such fields of human relations as anthropology, economics, history, political science, psychology and sociology. Some 4,661 white students and 257 Negro students indicated the social sciences as their field of work (Table 16) Negro students accounted for over 5% of all psychologists and even a higher representation in sociology. Nine out of every 100 planning to enter sociology were Negro students. This was the second occupation in the study in which Negro college students came close to their total population representation of about 10%. The other was social work.

Social work, industrial trades, the clergy and journalism had the largest number of students, in the miscellaneous group. Negro college students were over-represented in social work compared with their overall study participation of four out of every 100 and were under-represented in industrial trades, the clergy and journalism.

Social work has turned out to be one of the most important occupations for Negroes and was the third most popular occupation for Negroes in the study. Some 439 Negro students (Table 16) were preparing for this profession, or 12% of all social work students. This proportion, 12%, exceeded the overall Negro participation of 4% and it even exceeds the overall Negro population representation of 10%. Conversely, the role played by Negro students in the building trades was small. Only 64 Negro college students plan to enter the trades occupations consisting of automobile mechanic, carpenter, electrician, bricklayer, printer, millwright, sheet metal worker and painter.

Negro representation in trades was 2.5% which is below their overall study representation of 4%. Clergymen, consisting of ministers, priests, rabbis and other religious workers, also had a small Negro representation. Less than 2% of the college students preparing for these religious vocations were Negro students, which was just half of their overall participation of 4% in Michigan higher education.

Only 28 Negro students indicated journalism as their vocational choice, compared with some 1,023 white students (Table 16). Negro student representation in this profession, like in the building trades and clergy, was below their overall participation rate. Only about two out of every 100 college students preparing for this vocation were Negro compared with four out of every 100 in the study.

Table 9

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN

BY RACE, FULL AND PART TIME STUDY AND TYPE OF INSTITUTION

Fall 1966

TYPE OF INSTITUTION AND FULL AND PART TIME STUDY	White	Negro	American Indian	Oriental	Other	TOTAL
All Institutions:						
Full time	126,356	4,401	155	771	413	132,096
Part time	36,110	2,401	53	258	101	38,923
TOTAL	162,466	6,802	208	1,029	514	171,019
State Colleges & Universities:						
Full time	80,648	2,672	102	601	261	84,284
Part time	18,614	1,414	25	209	64	20,326
TOTAL	99,262	4,086	127	810	325	104,610
Community Colleges:						
Full time	22,270	1,109	27	29	55	23,490
Part time	11,158	663	21	13	24	11,879
TOTAL	33,428	1,772	48	42	79	35,369
Church-Affiliated Colleges:						
Full time	16,942	430	18	95	71	17,556
Part time	2,876	196	4	20	6	3,102
TOTAL	19,818	626	22	115	77	20,658
Business & Technical Institutions:						
Full time	6,496	190	8	46	26	6,766
Part time	3,462	128	3	16	7	3,616
TOTAL	9,958	318	11	62	33	10,382

Table 10

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BY RACE, FULL AND PART TIME STUDY, AND TYPE OF INSTITUTION
all 1966

TYPE OF INSTITUTION AND FULL AND PART TIME STUDY	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Full time	77 8	64.7	74.5	74.9	80.4	77.2
Part time	22.2	35.3	25.5	25.1	19.6	22.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges & Universities:						
Full time	81.2	65.4	80.3	74.2	80.3	80.6
Part time	18.8	34.6	19.7	25.8	19.7	19.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
Full time	66.6	62.6	56.3	69.0	69.6	69.4
Part time	33.4	37.4	43.7	31.0	30.4	33.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affilitated Colleges:						
Full time	85.5	68,7	81.8	82.6	92.2	85.0
Part time	14.5	31.3	18.2	17.4	7.8	15.0
TOTAL	100.0	100·0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
Full time	65.2	59.7	72.7	74.2	78.8	65.2
Part time	34.8	40.3	27.3	25.8	21.2	34.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

Vocational Intentions of Students in Michigan Community Colleges

Table 17 gives the vocational intentions of the 33,866 white and 1,808 Negro students attending community colleges in Fall 1966. Just about three out of 10, or 27.4% of the Negro students were preparing for teaching as their life's work (Table 17). This was followed by business administrator 10.9%, registered nurses 7.4%, social work 5.6% and secretary 4.4%. Like Negro students, the most popular choice of occupations of the white students was teaching, 22.1%. It was followed by business administration 13.7%, engineering 9.8%, technician 6.3% and industrial trades 4.3%.

Study data shows Negro students accounted for 5% total enrollment in community colleges. Negro students representation was higher than the overall participation rate of 5% in community colleges in secretary, teaching, home economics, psychology, sociology, nursing, physician, mathematics and social work. On the other hand, Negro college students were less represented than their overall average in engineering, dentistry, physical and life science, technical fields, industrial arts and journalism.

The main choice of white and Negro college students was the education group. Some 7,566 white students and 508 Negro students chose this group (Table 17). Negro representation was slightly higher within this group when compared to their overall participation rate at community colleges. Negro college students accounted for 6% of all students in education compared with their overall enrollment of five out of every 100 students in community colleges. In the home economics occupation, within this group. Negro representation was even higher. Thirteen out of 100 in home economics were Negro students compared with five out of every 100 in community colleges.

Business administration was the second most important vocation for the white and Negro students but somewhat more important for white students. Some 6,976 white students and some 317 Negro students plan to enter the business and administration field (Table 17). Negro representation was below their overall average within this group in accounting, business administration, public administration and selling. Conversely, Negroes were more heavily represented in law than their overall average. Seven out of 100 of the students in law were Negroes, compared with their overall average of five out of 100.

As in the case of all types of higher education institutions in Michigan, Negro students planning to enter the engineering field were negligible. Some 3,304 white students plan to enter engineering fields compared with 72 Negro students. This indicates considerable under-representation in the engineering group, for only two out of every 100 students planning to become engineers were Negro students. They were under-represented in all the occupations in this group, especially mechanical engineering. In this latter occupation less than 1% of the students were Negro.

The study shows that two-thirds of the students in the technical fields were enrolled in community colleges. Some 2,146 white students in community colleges plan to be technicians (Table 17). Only 67 of the Negro students in community colleges plan to be technicians, meaning their representation in this field was below their overall participation rate in community colleges. Three out of every 100 students in this field were Negro compared with five out of 100 in community colleges. The representation of Negroes in draftsman and mechanical technician was even smaller, for only two out of every 100 students in these occupations were Negro.

Like engineering, Negro participation in physical and life science was negligible. Some 1,461 white students and only 54 Negro students plan to enter this field of work (Table 17). However, representation in this group varied considerably among the specific occupations. Some 390 white students plan to become agricultural scientists compared with only one Negro student. Conversely, in mathematics Negro students were above their 5% representation in community colleges – 6.9%. In biological science, chemistry, programmer – remaining large occupations in physical and life science – Negro representation was about the same as their overall average.

Students preparing for the health service field accounted for about one-third of all the students in these fields in the study. Some 3,260 white students and about 250 Negro students plan to enter health service occupations (Table 17). Seven out of 100 students in the health service fields were Negro, above their 5% community college representation. Registered nurses in this group had a larger Negro representation. Nine out of every 100 students in registered nursing were Negro.

The clerical occupation group was quite important to Negro college students. Seven out of 100 students in this group were Negro, or 101 students (Table 17). Their representation was above the 5% community college participation rate in all the occupations in this group. In fact, secretary, in this group, was the fifth most important occupation for Negro students, only exceeded by teacher, business administrator, registered nurse and social worker.

Social sciences were also an important area for Negro students. Some 402 white and 40 Negro students plan to enter these occupations (Table 17). This means that 9% of the students in the social science field were Negroes, compared to 5% in the community college enrollment. The proportion was even higher in sociologist, for 17% of the students in this occupation were Negro. In psychologist, the largest occupation in the group, 9% were Negro students.

The majority of students in industrial trades were in community colleges. Of the students in Michigan higher education, 57% of the students in industrial trades were at community colleges. Some 1,454 white students and only 33 Negro students were in this occupation (Table 17). Less than 2% of the students in trades were Negro. Journalist also had a small Negro representation. Some 175 white students and only three Negro students plan to be journalists. Like industrial trades, only 2% of the students in this occupation were Negro.

Of all the occupations in the community colleges, social work had the greatest Negro representation. Eighteen out of 100 students in social work were Negro students. This rate was over three times the Negro participation of five out of 100 in community colleges and over twice the nine out of 100 Negro population representation in the prime college-age group, 18 to 21 years.

Table 11

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN BY RACE, INCOME AND TYPE OF INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND MAIN SOURCE OF MONEY	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Parents	56,797	1,767	50	355	159	59,128
Job	67,590	3,212	82	260	152	71,296
Savings	13,322	474	18	50	27	13,891
Scholarship	8,643	563	20	270	102	9,598
Loan	5,139	354	9	17	18	5,537
Veteran's Benefit	2,843	150	10	8	9	3,020
Other	9,037	345	18	83	49	9,532
TOTAL	163,371	6,865	207	1,043	516	172,002
State Colleges and Universities:						
Parents	37,785	999	35	263	92	39,174
Job	37,337	1,918	47	206	92	39,600
Savings	8,145	271	11	39	16	8,482
Scholarship	5,963	391	17	219	75	6,665
Loan	3,642	265	7	14	12	3,940
Veteran's Benefit	1,422	59	5	7	5	1,498
Other	5,413	196	6	70	34	5,719
TOTAL	99,707	4,099	128	818	326	105,078
Community Colleges:						
Parents	8,881	502	4	18	21	9,426
Job	17,569	887	24	12	30	18,522
Savings	3,094	133	5	3	8	3,243
Scholarship	869	83	-	4	11	967
Loan	360	39	1	-	2	402
Veteran's Benefit	797	49	2	1	1	850
Other	2,083	103	10	5	6	2,207
TOTAL	33,653	1,796	46	43	79	35,617
Church-Affiliated Colleges:						
Parents	8,243	185	8	54	39	8,529
Job	6,266	249	7	22	15	6,559
Savings	1,503	53	2	4	2	1,564
Scholarship	1,620	62	2	29	10	1,723
Loan	992	43	-	3	1	1,039
Veteran's Benefit	181	22	2	-	2	207
Other	1,156	27	1	6	9	1,199
TOTAL	19,961	641	22	118	78	20,820
Business & Technical Institutions:						
Parents	1,888	81	3	20	7	1,999
Job	6,419	158	4	20	15	6,616
Savings	580	17	-	4	1	602
Scholarship	191	27	1	18	6	243
Loan	145	7	1	-	3	156
Veteran's Benefit	443	20	1	-	1	465
Other	384	19	1	2	-	406
TOTAL	10,050	329	11	64	33	10,487

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN - BY RACE, INCOME AND TYPE INSTITUTION - Fall 1966

TYPE OF INSTITUTION AND MAIN SOURCE OF MONEY	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
Parents	34.8	25.7	24.2	34.9	30.8	34.4
Job	41.4	46.8	39.6	24.9	29.5	41.4
Savings	8.2	6.9	8.7	4.8	5.2	8.1
Scholarship	5.3	8.2	9.7	25.9	19.8	5.6
Loan	3.1	5.2	4.3	1.6	3.5	3.2
Veteran's Benefit	1.7	2.2	4.8	.8	1.7	1.8
Other	5.5	5.0	8.7	8.0	9.5	5.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges & Universities:						
Parents	37.9	24.4	27.3	32.1	28.2	37.3
Job	37.4	46.8	36.7	25.2	28.2	37.7
Savings	8.2	6.6	8.6	4.8	4.9	8.1
Scholarship	6.0	9.5	13.3	26.8	23.0	6.3
Loan	3.7	6.5	5.5	1.7	3.7	3.7
Veteran's Benefit	1.4	1.4	3.9	.9	1.5	1.4
Other	5.4	4.8	4.7	8.6	10.5	5.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
Parents	26.4	28.0	8.7	41.9	26.6	26.5
Job	52.2	49.4	52.2	27.9	38.0	52.0
Savings	9.2	7.4	10.9	7.0	10.1	9.1
Scholarship	2.6	4.6	-	9.3	13.9	2.7
Loan	1.1	2.2	2.2	-	2.5	1.1
Veteran's Benefit	2.4	2.7	4.3	2.3	1.3	2.4
Other	6.2	5.7	21.7	11.6	7.6	6.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affiliated Colleges:						
Parents	41.3	36.8	36.4	45.8	50.0	41.0
Job	31.4	38.9	31.7	18.6	19.2	31.5
Savings	7.5	8.3	9.1	3.4	2.6	7.5
Scholarship	8.1	9.7	9.1	24.6	12.8	8.3
Loan	5.0	6.7	-	2.5	1.3	5.0
Veteran's Benefit	.9	3.4	9.1	-	2.6	1.0
Other	5.8	4.2	4.6	5.1	11.5	5.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
Parents	18.8	24.6	27.3	31.3	21.2	19.1
Job	63.9	48.0	36.4	31.2	45.5	63.1
Savings	5.8	5.2	-	6.3	3.0	5.7
Scholarship	1.9	8.2	9.1	28.1	18.2	2.3
Loan	1.4	2.1	9.1	-	9.1	1.5
Veteran's Benefit	4.4	6.1	9.1	-	3.0	4.4
Other	3.8	5.8	.1	3.1	-	3.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN
BY RACE, SPECIAL FINANCIAL ASSISTANCE PROGRAM AND TYPE OF INSTITUTION

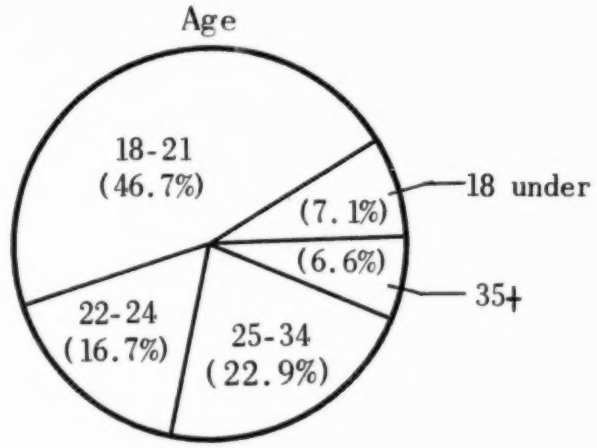
TYPE OF INSTITUTION AND SPECIAL FINANCIAL ASSISTANCE PROGRAM	White	Negro	American Indian	Oriental	Other	Total
All Institutiohs:						
N.D.E.A.	7,763	369	10	21	21	8,184
Higher Education	5,524	239	10	17	11	5,801
Work Study	5,469	445	10	64	22	6,010
Scholarship	19,652	821	32	315	116	20,936
TOTAL	38,408	1,874	62	417	170	40 931
State Colleges & Universities:						
N.D.E.A.	6,215	292	9	16	18	6,550
Higher Education	3,833	187	7	14	7	4,048
Work Study	2,366	264	6	47	12	2,695
Scholarship	14,169	593	25	242	82	15,111
TOTAL	26,583	1,336	47	319	119	28,404
Community Colleges:						
N.D.E.A.	244	25	1	2	1	273
Higher Education	332	19	2	1	2	356
Work Study	1,467	120	1	2	3	1,593
Scholarship	1,563	104	3	6	13	1,689
TOTAL	3,606	268	7	11	19	3,911
Church-Affiliated Colleges:						
N.D.E.A.	1,233	49	-	-	2	1,284
Higher Education	1,232	29	-		1	1,262
Work Study	1,029	51	2	11	2	1,095
Scholarship	3,517	92	3	41	15	3,668
TOTAL	7,011	221	5	52	20	7,309
Business & Technical Institutions:						
N.D.E.A.	71	3	-	3	-	77
Higher Education	127	4	1	2	1	135
Work Study	607	10	1	4	5	627
Scholarship	403	32	1	26	6	468
TOTAL	1,208	49	3	35	12	1,307

Participation of American-Indian Students in Higher Education

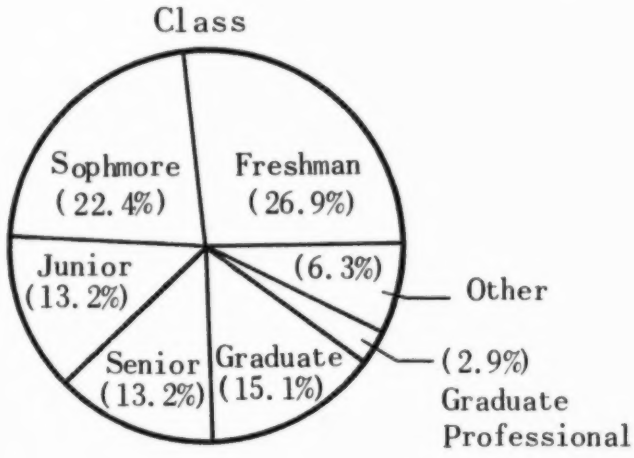
There were only 210 American Indian students participating in the study, representing less than 0.1% of the total student population. Two-thirds of the American Indians were attending ten state colleges and universities and community colleges. These were Eastern Michigan University, Michigan Technical University, Michigan State University, Northern Michigan University, University of Michigan, Wayne State University, Western Michigan University, Flint Junior College, Highland Park Community College and Macomb County Community College (Table 18).

In general, the proportion of male American Indian students was higher than the proportion of women; 65% of the American Indians were men and 35% were women (Table 2). This pattern held true for state colleges and universities and community colleges for the majority of the American Indians in these institutions were men, 67.4% and 75% respectively. The proportion in church-affiliated and business and technical institutes, however, was just the opposite: only 41% of the students in church-affiliated institutions were men and even a smaller percentage of the American Indian students in business and technical institutes were men – 36%.

As can be expected, the age distribution of American Indian students was concentrated in the prime college age, under 22 years; 54% were in this bracket (Table 4). The majority of American Indian students were also in the under-22 age bracket in community colleges, church-affiliated colleges and business and technical institutes. The only exception to this pattern was in state colleges and universities, where 48% of the American Indians were in this age category.



Outside of Oriental students, American Indians had the smallest proportion in the freshman class, 26.9% (Table 6). Also like Oriental students, a higher proportion of American Indian students were in graduate and graduate-professional programs – 18%. The reason for this is that a high proportion of American Indian students were from neighboring states and Canada. The freshman pattern was quite different in community colleges and business and technical institutes - 51.1% of the American Indian

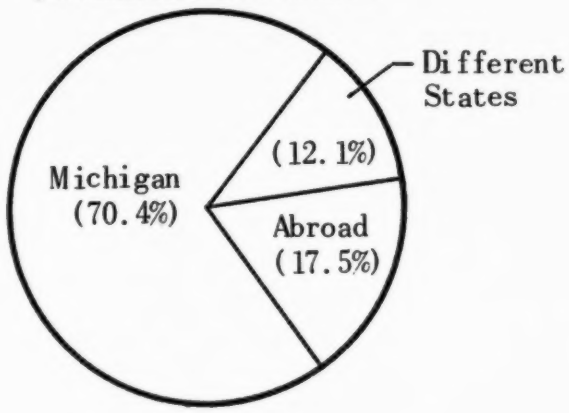


students in community colleges were in the freshman class and 63.6% of the students were in this class in business and technical institutes. On the other hand, a slightly lower percentage of American Indian students were in the freshman class than the overall percentage in state colleges and universities and church-affiliated colleges. In the freshman class in church-affiliated colleges, 22.7% were enrolled, and a smaller percentage were in state colleges and universities, 15.7%.

A significant proportion (29.6%) of the American Indians in Michigan higher education were non-residents of the

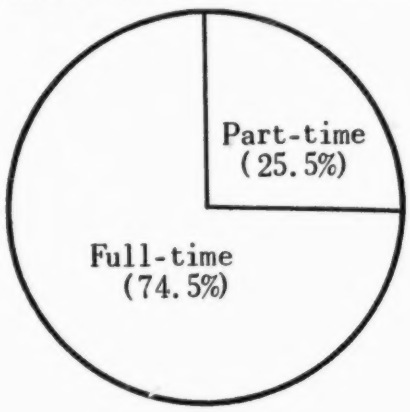
State: 12.1% came from states other than Michigan; a still higher percentage, 17.5%, indicated they were from abroad (Table 8). It is suspected that American Indians from abroad were from Canada.

Permanent Residence



The same proportion of American Indian students as Oriental students were studying on a part-time basis — 25% (Table 10). The part-time to full-time ratio varies somewhat with state colleges and universities and community colleges, church-affiliated colleges and business and technical institutes. Almost half of the American Indian students, 44%, were attending community colleges on a part-time basis. Just about three out of ten, or 27%, of the American Indian students were attending business and technical institutes on a part-time basis. On the other hand, in state colleges and universities and church-affiliated colleges only about one out of five of the American Indians were attending on a part-time basis.

Full-And Part-Time Study



As among other racial groups, parents and jobs constituted the major source of college financing for American Indian students — 24.2% and 39.6% respectively (Table 12). Ten percent of their main monetary source was scholarships and 9% from savings. Five percent of the American Indian college support was obtained from veterans' benefits, the highest proportionately among the racial groups. Another 4% of the American Indian college support was obtained from loans.

Main Source of Money

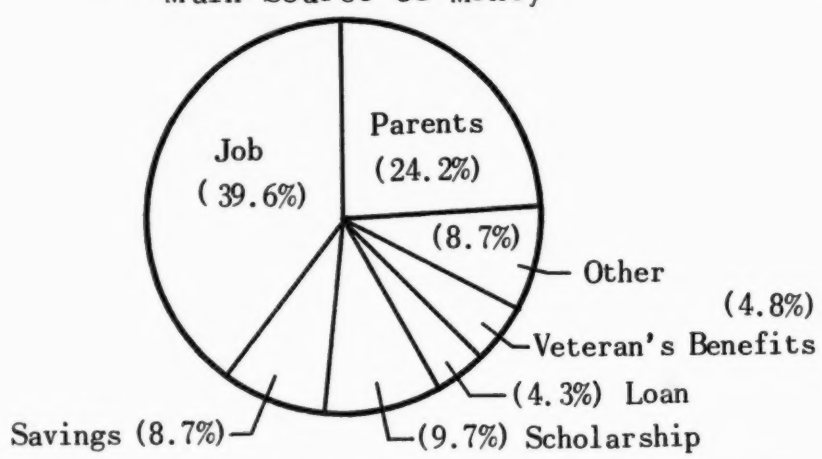
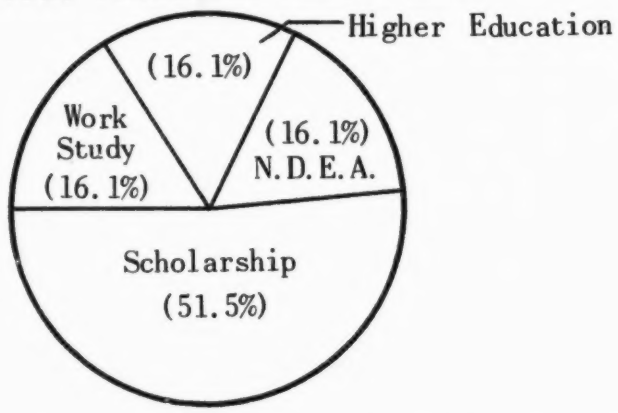


Table 14 shows the responses of American Indians as to whether they receive financial assistance through such special programs and loans as NDEA, Higher Education Act, Work-Study Act and scholarships. Over half (51.7%) of the financial assistance from the special programs for American Indians was in the form of scholarships, reflecting once again the higher proportion of non-Michigan residents among this group. The remaining special assistance for American Indians was equally divided among NDEA, Higher Education Act and the Work-Study Program, 16% each.

Special Financial Assistance

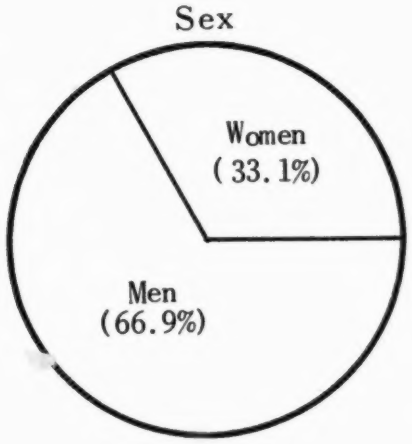


Vocational choices of the American Indian group, like that of the Negro group, were directed to non-scientific oriented professional occupations. American Indians outnumbered other racial groups proportionately but not absolutely in health service occupations. There was a somewhat higher proportion than the total student population indicating that they plan to enter the health services occupations — 10% compared with 6.2% (Table 16). In social work, American Indians were proportionately second to Negroes in selecting this field of work, 3% compared with 6%. They were also second to Negro students in the clerical field, 2.4% compared with 3.4%. Teaching was the most important occupation for American Indian students, but not as important as it was for other racial groups. Of the American Indians, 26.2% reported they were now preparing to enter teaching — or somewhat less than white (32.6%), Negro (34.6%) and Oriental students (28.7%).

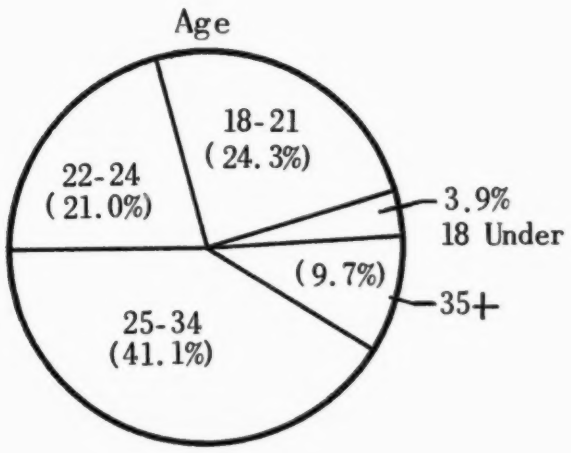
Participation of Oriental Students Higher Education

Oriental college students, the third largest racial group in the study, number 1,049 or less than 1% (0.6%) of all the students participating. About three-fourths of the Oriental students participating in the study were enrolled in eight institutions – Michigan Technological University, Michigan State University, University of Michigan, Wayne State University, University of Detroit, Calvin College and General Motors Institute.

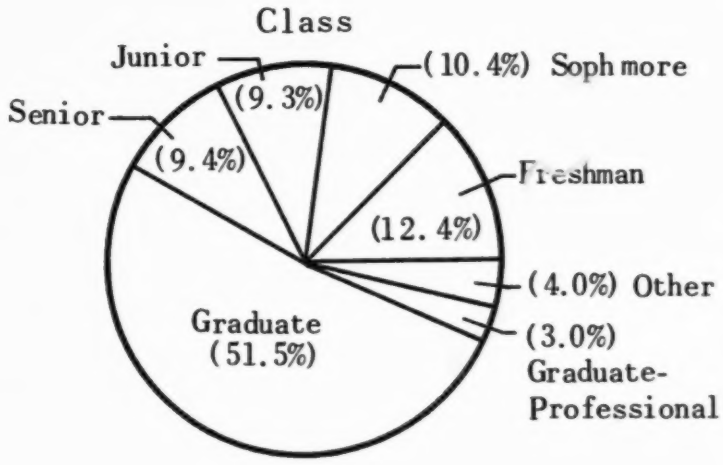
Two-thirds of the Oriental students participating in Michigan higher education were male. The proportion of Oriental males was even higher (78.1%) in business and technical institutions (Table 2).



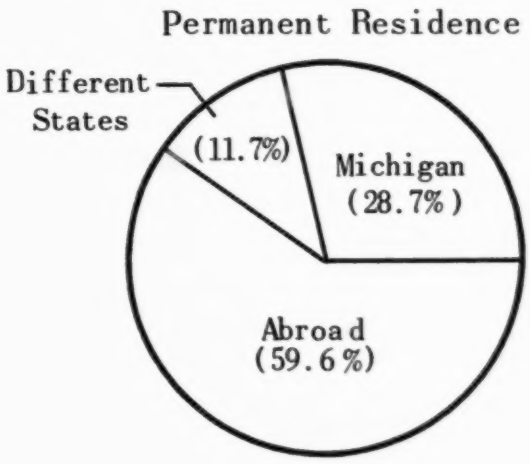
Proportionately far fewer Oriental students were in the under-22 age category – 28.2% (Table 4). Conversely, over half of the Oriental students were 25 years and over-50.8%. This is because over half (54.5%) of the Oriental students were in graduate and graduate-professional programs.



The programs Oriental students were taking differed markedly from those of the other racial groups. Over half of the Oriental students were in graduate and graduate-professional programs, 54.5% combined, whereas only 11.5% of the over all students participating were in such programs (Table 6). Conversely, only 12.4% of the Oriental students were in freshman programs while the over all participation rate in freshman programs was 31.5%.



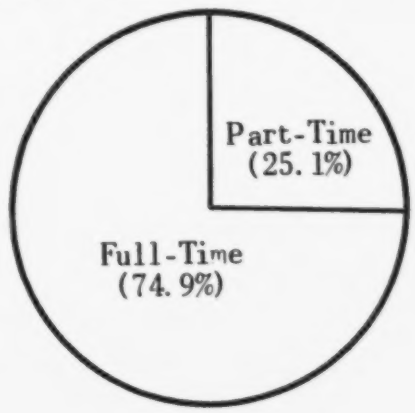
The majority of Oriental students attending colleges and universities in Michigan were from foreign countries. Six out of ten Oriental students attending higher-education institutions were from abroad. Twelve percent of them were from a different state and only 29% of the Oriental students were permanent residents of Michigan (Table 8). This is an extremely small percentage when compared with 88.7% of the white students, 91% of the Negro students and 70.4% of the American Indian students. The same pattern occurred in state universities and colleges,



church-affiliated colleges and business and technical institutions. The only exceptions were the community colleges. Only 23.8% of the Oriental students attending community colleges were from foreign countries compared to 76.2% whose permanent residence is the State of Michigan.

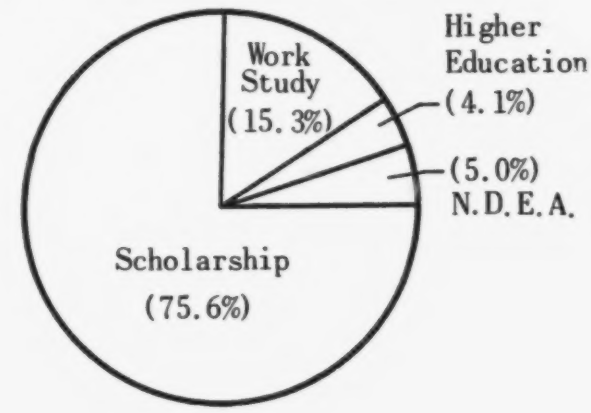
The part-time to full-time ratio was slightly higher for Oriental students than for all students. One out of four of the Oriental students was attending Michigan colleges and universities part time, which compared with the average part-time participation of 22.8% but is below the Negro percentage of 35.3% (Table 10).

Full and Part-Time Study



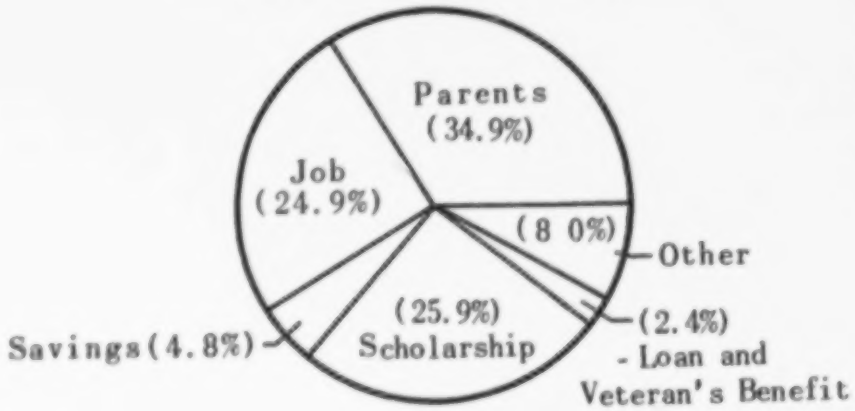
In addition to where the students received their main support they were asked if they received any financial assistance from special programs such as NDEA, Higher Education Act, Work Study Act and scholarships. Over three-quarters, 75.6%, of the Oriental students received their financial support through scholarships (Table 14). This pattern was virtually the same in state colleges and universities, church-affiliated, and business and technical institutions, with 75.9%, 78.9% and 74.3% respectively. Over half (54.5%) of the Oriental students in community colleges indicated scholarship as the main financial support.

Special Financial Assistance



Oriental students differ markedly on how they obtain the cost of their education. The ratio of Oriental students receiving scholarships as a main source of college support far exceeded the other racial groups. One out of every four Oriental college students received financial support from scholarships compared to one out of 20 for all students (Table 12). About one-third, or 34% of the Oriental college students obtained their main source of support from their parents and one-fourth, 24.9%, from holding a job.

Main Source of Money



Vocational intention of the Oriental students also differed markedly from other racial groups. More than half planned to be engineers, teachers and administrators. Almost one out of five, 17%, chose engineering and 8% indicated administrative and related occupations (Table 16). Teaching was the second most favored occupation for Oriental college students but when compared to white students and Negroes, there were proportionately fewer Oriental students, 28.1%, compared to 32% for whites and 33.2% for Negroes. It is interesting to note that Oriental students proportionately showed the highest enrollment in engineering but were almost under-represented in technical occupations. There were no Orientals planning to be draftsmen, surveyors, air conditioning, refrigerating and heating technicians, instrumentation technicians and metallurgical technicians. In fact, less than 1% of the Oriental student body indicated a technical job choice.

Table 14

PERCENT DISTRIBUTION OF REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN - BY RACE, SPECIAL FINANCIAL ASSISTANCE PROGRAM AND TYPE OF INSTITUTION

TYPE OF INSTITUTION AND SPECIAL FINANCIAL ASSISTANCE PROGRAM	White	Negro	American Indian	Oriental	Other	Total
All Institutions:						
N.D.E.A.	20.2	19.7	16.1	5.0	12.4	20.0
Higher Education	14.4	12.8	16.1	4.1	6.5	14.2
Work Study	14.2	23.7	16.1	15.3	12.9	14.7
Scholarship	51.2	43.8	51.7	75.6	68.2	51.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
State Colleges & Universities:						
N.D.E.A.	23.4	21.9	19.1	15.0	15.1	23.1
Higher Education	14.4	14.0	14.9	14.4	5.9	14.3
Work Study	8.9	19.8	12.8	14.7	10.1	9.5
Scholarship	53.3	44.4	53.2	75.9	68.9	53.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Community Colleges:						
N.D.E.A.	6.8	9.3	14.3	18.2	5.3	7.0
Higher Education	9.2	7.1	28.6	9.1	10.5	9.1
Work Study	40.7	41.8	14.3	18.2	15.8	40.7
Scholarship	43.3	38.8	42.8	54.5	68.4	43.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Church-Affiliated Colleges:						
N.D.E.A.	17.6	22.2	-	-	10.0	17.6
Higher Education	17.6	13.1	-	-	5.0	17.2
Work Study	14.6	23.1	40.0	21.1	10.0	15.0
Scholarship	50.2	41.6	60.0	78.9	75.0	50.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0
Business & Technical Institutions:						
N.D.E.A.	5.9	6.1	-	8.6	-	5.9
Higher Education	10.5	8.2	33.3	5.7	8.3	10.3
Work Study	50.3	20.4	33.3	11.4	41.7	48.0
Scholarship	33.3	65.3	33.4	74.3	50.0	35.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

Table 15

PERCENT DISTRIBUTION OF WHITE AND NEGRO COLLEGE STUDENTS IN FOUR TYPES OF HIGHER EDUCATION INSTITUTIONS

	State Colleges		Community Colleges		Church Affiliated		Business & Technical		TOTAL - All Institutions	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
Architectural & Engineering	8.4	3.0	9.6	4.0	5.7	2.9	37.1	3.1	10.3	3.4
Art	1.4	.8	1.8	1.0	.6	.2	.2	.3	1.4	.8
Business & Administration	18.0	14 0	20.2	17.4	11.8	17.4	39.3	49.4	19.6	17.3
Clerical	1.0	1.2	3.8	5.5	.9	2.3	9.6	20.2	2.1	3.4
Education	38.9	42.6	22.0	31.3	25.8	22.3	2.7	10.7	32.6	34.3
Entertainment	.7	.8	.4	.7	.5	.5	-	-	.6	.7
Humanities	1.7	1.4	1.1	1.3	1.0	.7	.2	-	1.5	1.3
Health Services	6.6	8.4	9.5	13.7	31.9	29.3	.5	3.1	7.0	9.8
Physical & Life Sciences	5.9	3.9	4 3	3.0	3.5	3.3	.9	1.0	5.1	3.6
Social Science	3.4	4.3	1.2	2.2	3.2	4.0	.3	1.3	2.8	3.7
Technical	.7	.6	6.3	3.7	.2	.8	3.4	1.3	2.0	1.5
Miscellaneous	5.3	9.4	7.6	8.8	8.4	9.5	1.3	3.7	6.3	9.2
Undecided - No response	8.0	9.6	12.2	10.8	6.7	6.8	4.4	5.9	8.8	9.6
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Reported Vocational Intentions of Students in Colleges and Universities, by Race
Michigan - Fall 1966

Occupation	White		Negro		American Indian		Oriental		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Architectural and Engineering:												
Architect	1,435	.87	20	.29	2	.95	6	.57	4	.76	1,467	.85
Eng. - Aero	292	.18	7	.10	2	.95	3	.29	-	-	304	.18
Chemical	808	.49	12	.17	2	.95	21	2.00	20	3.79	863	.50
Civil	932	.57	7	.10	3	1.43	14	1.33	13	2.46	969	.56
Electrical	2,771	1.69	48	.69	4	1.90	23	2.19	8	1.51	2,860	1.65
General	6,788	4.13	115	1.66	3	1.43	88	8.39	35	6.63	7,029	4.06
Industrial	542	.33	8	.12	1	.48	3	.29	8	1.51	562	.33
Mechanical	2,981	1.82	11	.16	2	.95	21	2.00	10	1.89	3,025	1.75
Metallurgy	321	.20	4	.06	-	-	4	.38	4	.76	333	.19
Mining & Petroleum	32	.02	-	-	-	-	1	.10	-	-	33	.02
Totals	16,908	10.30	232	3.35	19	9.04	184	17.54	102	19.31	17,445	10.09
Art:												
Art	875	.53	19	.27	2	.95	5	.48	3	.57	904	.52
Commercial Art	512	.31	12	.18	-	-	2	.19	-	-	526	.30
Designer	755	.46	24	.35	1	.48	11	1.05	2	.38	793	.46
Photographer	73	.04	-	-	-	-	-	-	-	-	73	.04
Totals	2,215	1.34	55	.80	3	1.43	18	1.72	5	.95	2,296	1.32
Business and Administration:												
Accountant	5,508	3.35	254	3.66	5	2.38	12	1.14	15	2.84	5,794	3.35
Business Administrator	18,798	11.45	615	8.87	14	6.67	70	6.67	28	5.30	19,525	11.29
Public Administrator	1,510	.91	70	1.01	3	1.43	15	1.43	8	1.51	1,606	.93
Salesman	595	.36	5	.07	-	-	-	-	1	.19	601	.35
Lawyer	5,710	3.48	255	3.68	4	1.90	7	.67	10	1.89	5,986	3.46
Totals	32,121	19.55	1,199	17.29	26	12.38	104	9.91	62	11.73	33,512	19.38

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Clerical:												
Clerk	158	.10	16	.23	-	-	-	-	-	-	174	.10
Computing & Acct. Recording	133	.08	25	.36	-	-	3	.29	1	.19	162	.09
Secretary	3,060	1.86	188	2.71	5	2.38	6	.57	10	1.89	3,269	1.89
Typist	50	.03	6	.09	-	-	-	-	-	-	56	.03
Totals	3,401	2.07	235	3.39	5	2.38	9	.86	11	2.08	3,661	2.11
Education:												
Guidance Counselor	637	.39	51	.74	-	-	3	.29	4	.76	695	.40
Home Economist	418	.25	25	.36	-	-	3	.29	1	.19	447	.26
Teacher	52,518	31.98	2,405	33.25	55	26.19	294	28.10	128	24.24	55,399	32.04
Totals	53,573	32.62	2,481	34.35	55	26.19	300	28.68	133	25.19	56,542	32.70
Entertainment:												
Actor	266	.16	7	.10	-	-	1	.10	3	.57	277	.16
Athlete	29	.02	2	.03	-	-	-	-	-	-	31	.02
Dancer	8	-	1	.01	-	-	-	-	-	-	9	.01
Musician	621	.38	38	.55	2	.95	9	.86	-	-	670	.39
Totals	924	.56	48	.69	2	.95	10	.96	3	.57	987	.58
Humanities:												
Classics	5	-	-	-	-	-	-	-	-	-	5	-
English	398	.24	9	.13	-	-	-	-	1	.19	408	.24
Humanities	110	.07	3	.04	-	-	-	-	-	-	113	.07
Liberal Arts	609	.37	21	.30	-	-	2	.19	1	.19	633	.36
Linguist	458	.28	33	.48	1	.48	2	.19	2	.38	496	.29
Literature	41	.02	1	.01	-	-	2	.19	-	-	44	.03
Philosopher	64	.04	1	.01	-	-	2	.19	2	.38	69	.04
Speech	771	.47	23	.33	-	-	3	.29	2	.38	799	.46
Totals	2,456	1.49	91	1.30	1	.48	11	1.05	8	1.52	2,567	1.49

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Health Services:												
Dental Assistant	245	.15	6	.09	-	-	-	-	1	.19	252	.15
Dental Hygienist	333	.20	2	.03	-	-	-	-	-	-	335	.19
Dental Technician	21	.01	-	-	-	-	-	-	-	-	21	.01
Dentist	1,513	.92	41	.60	2	.95	10	.95	-	-	1,566	.91
Dietitian	151	.09	22	.32	-	-	3	.29	1	.19	177	.10
Medical Assistant	122	.07	7	.10	-	-	-	-	-	-	129	.07
Medical Technician	702	.43	41	.59	1	.48	5	.48	2	.38	751	.43
Medicine	2,457	1.50	143	2.06	7	3.33	16	1.53	10	1.89	2,633	1.52
Nurse, Practical	165	.10	20	.29	-	-	-	-	-	-	185	.11
Nurse, Registered	2,848	1.73	246	3.55	5	2.38	9	.86	5	.95	3,113	1.80
Occupational Therapist	300	.18	22	.32	-	-	3	.29	2	.38	327	.19
Optometrist	88	.05	-	-	-	-	-	-	-	-	88	.05
Pharmacist	871	.53	29	.42	4	1.91	8	.76	6	1.14	918	.53
Physical Therapist	216	.13	20	.29	-	-	-	-	-	-	236	.14
Physician	875	.53	66	.95	2	.95	13	1.25	5	.95	961	.56
Veterinarian	481	.29	8	.12	-	-	-	-	1	.19	490	.29
X-ray Technician	58	.04	6	.09	-	-	-	-	-	-	64	.04
Totals	11,446	6.95	679	9.82	21	10.00	67	6.41	33	7.26	12,246	7.09

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Physical and Life Sciences:												
Agricultural Scientist	1,352	.82	5	.07	4	1.90	6	.57	9	1.70	1,376	.80
Astronomer	44	.03	-	-	1	.48	-	-	-	-	45	.03
Biological Scientist	1,636	1.00	57	.82	5	2.38	23	2.19	6	1.14	1,727	1.00
Chemical Lab. Technician	51	.03	6	.09	-	-	1	.10	-	-	58	.03
Chemist	1,365	.83	50	.72	2	.95	26	2.48	8	1.51	1,451	.84
Geologist	412	.25	1	.01	-	-	2	.19	2	.38	417	.24
Mathematician	1,373	.84	53	.76	1	.48	25	2.38	5	.95	1,457	.84
Meteorologist	53	.03	-	-	-	-	5	.48	-	-	58	.03
Physicist	757	.46	17	.25	1	.48	14	1.33	2	.38	791	.46
Programmer	870	.53	45	.65	1	.48	3	.29	1	.19	920	.53
Geographer	107	.07	1	.01	-	-	1	.10	-	-	109	.06
Science	381	.23	11	.16	-	-	9	.86	2	.38	403	.23
Totals	8,401	5.12	246	3.54	15	7.15	115	10.97	35	6.63	8,812	5.09
Social Science:												
Anthropologist	147	.09	9	.13	1	.48	1	.10	2	.38	160	.09
Economist	552	.34	16	.23	1	.48	10	.95	3	.57	582	.34
Historian	310	.19	5	.07	1	.48	1	.10	2	.38	319	.18
Political Scientist	263	.16	7	.10	-	-	3	.29	1	.19	274	.16
Psychologist	2,802	1.71	160	2.31	3	1.43	16	1.53	10	1.89	2,991	1.73
Sociologist	587	.36	60	.87	2	.95	2	.19	3	.57	654	.38
Totals	4,661	2.85	257	3.71	8	3.82	33	3.16	21	3.98	4,980	2.88

CONTINUED

Technical:												
Draftsman	1,244	.76	32	.46	1	.48	-	-	3	.57	1,280	.74
Surveyor	21	.01	-	-	-	-	-	-	-	-	21	.01
Tech.-Air Cond., Ref.Htg.	183	.11	4	.06	-	-	-	-	1	.19	188	.11
Auto	56	.03	-	-	-	-	1	.10	-	-	57	.03
Elec. & Electronic	909	.55	38	.55	2	.95	1	.10	2	.38	952	.55
Industrial	137	.08	8	.12	-	-	1	.10	2	.38	148	.09
Instrumentation	7	-	-	-	-	-	-	-	-	-	7	-
Mechanical	333	.20	20	.29	1	.48	2	.19	-	-	356	.21
Metallurgy	134	.08	-	-	-	-	-	-	-	-	134	.08
Paper	58	.04	-	-	-	-	-	-	-	-	58	.03
General	166	.10	2	.03	-	-	-	-	-	-	168	.10
Totals	3,248	1.96	104	1.51	4	1.91	5	.49	8	1.52	3,369	1.95
Miscellaneous:												
Airplane Pilot	306	.19	2	.03	-	-	-	-	-	-	308	.18
Airplane Stewardess	157	.10	2	.03	-	-	-	-	-	-	159	.09
Clergyman	1,707	1.04	32	.46	2	.95	8	.76	2	.38	1,751	1.01
Cosmetologist	90	.05	2	.03	-	-	-	-	-	-	92	.05
Industrial Trades	2,524	1.54	64	.92	4	1.91	9	.86	7	1.32	2,608	1.51
Journalist	1,023	.62	28	.40	1	.48	4	.38	2	.38	1,058	.61
Librarian	934	.57	49	.70	1	.48	17	1.62	-	-	1,001	.58
Library Assistant	56	.03	7	.10	-	-	-	-	-	-	63	.04
Mortician	191	.12	9	.13	-	-	1	.16	2	.38	203	.12
Service Worker, General	41	.02	2	.03	-	-	4	.38	1	.19	48	.02
Social Worker	3,141	1.91	439	6.33	6	2.86	18	1.62	10	1.89	3,614	2.09
Urban Planner	158	.10	2	.02	-	-	1	.10	-	-	161	.09
Totals	10,328	6.29	638	9.18	14	6.68	62	5.88	24	4.54	11,066	6.39
Undecided	5,874	3.58	175	2.52	15	7.14	43	4.00	31	6.25	6,138	3.55
Undeterminable	89	.05	1	.01	-	-	-	-	-	-	90	.05
No Response	8,576	5.21	487	7.10	22	10.48	88	8.39	46	8.81	9,219	5.33
Totals	14,539	8.85	663	9.57	37	17.62	131	12.39	77	15.06	15,447	8.93
	164,221		6,928		210		1,049		522		172,930	

Reported Vocational Intentions of Students in Community Colleges
In Michigan - by Race - Fall 1966

Occupation	White		Negro		American Indian		Oriental		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Architect & Engineering:												
Architect	290	.86	9	.50	-	-	-	-	-	-	299	.83
Eng. - Aero	23	.07	-	-	-	-	-	-	-	-	23	.06
Chemical	69	.20	3	.17	-	-	-	-	2	2.50	74	.20
Civil	157	.46	1	.06	1	2.08	-	-	2	2.50	161	.45
Electrical	310	.92	11	.61	-	-	-	-	1	1.25	322	.90
General	1,825	5.39	43	2.38	1	2.08	11	25.58	12	15.00	1,892	5.28
Industrial	58	.17	-	-	-	-	-	-	-	-	58	.16
Mechanical	541	1.59	4	.22	1	2.08	4	9.30	2	2.50	552	1.54
Metallurgy	31	.09	1	.06	-	-	-	-	-	-	32	.09
Mining & Petroleum	-	-	-	-	-	-	-	-	-	-	-	-
Totals	3,304	9.76	72	4.00	3	6.24	15	34.88	19	23.75	3,413	9.51
Art:												
Art	194	.57	5	.28	-	-	-	-	2	2.50	201	.56
Commercial Art	191	.56	6	.33	-	-	-	-	-	-	197	.55
Designer	221	.65	8	.44	-	-	1	2.33	1	1.25	231	.64
Photographer	24	.07	-	-	-	-	-	-	-	-	24	.07
Totals	630	1.85	19	1.05	-	-	1	2.33	3	3.75	653	1.82
Business & Administration:												
Accountant	1,198	3.54	60	3.32	2	4.17	-	-	4	5.00	1,264	3.53
Business Administrator	4,657	13.75	197	10.90	4	8.33	4	9.30	4	5.00	4,866	13.57
Public Administrator	361	1.07	10	.55	-	-	-	-	2	2.50	373	1.04
Salesman	129	.38	3	.17	-	-	-	-	-	-	132	.37
Lawyer	631	1.83	47	2.60	-	-	-	-	1	1.25	679	1.89
Totals	6,976	20.57	317	17.54	6	12.50	4	9.30	11	13.75	7,314	20.40

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Clerical:												
Clerk	79	.23	10	.55	-	-	-	-	-	-	89	.25
Computing & Acct. Recording	38	.11	9	.50	-	-	-	-	-	-	47	.13
Secretary	1,173	3.46	79	4.37	2	4.17	1	2.33	2	2.50	1,257	3.51
Typist	9	.03	3	.17	-	-	-	-	-	-	12	.03
Totals	1,299	3.83	101	5.59	2	4.17		2.33	2	2.50	1,405	3.92
Education:												
Guidance Counselor	9	.03	1	.06	-	-	-	-	-	-	10	.03
Home Economist	64	.19	10	.55	-	-	1	2.33	-	-	75	.21
Teacher	7,493	22.13	497	27.49	9	18.75	9	20.93	13	16.25	8,021	22.37
Totals	7,566	22.35	508	28.10	9	18.75	10	23.26	13	16.25	8,106	22.61
Entertainment & Recreation:												
Actor	29	.09	-	-	-	-	-	-	-	-	29	.08
Athlete	10	.03	1	.06	-	-	-	-	-	-	11	.03
Dancer	-	-	-	-	-	-	-	-	-	-	-	-
Musician	81	.24	11	.61	-	-	-	-	-	-	92	.26
Totals	120	.35	12	.67	-	-	-	-	-	-	132	.37

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Health Services:												
Dental Assistant	117	.35	4	.22	-	-	-	-	1	1.25	122	.34
Dental Hygienist	76	.22	1	.06	-	-	-	-	-	-	77	.21
Dental Technician	4	.01	-	-	-	-	-	-	-	-	4	.01
Dentist	234	.69	5	.28	2	4.17	1	2.33	-	-	242	.68
Dietitian	19	.06	4	.22	-	-	-	-	1	1.25	24	.07
Medical Assistant	57	.17	6	.33	-	-	-	-	-	-	63	.17
Medical Technician	144	.43	10	.55	-	-	1	2.33	-	-	155	.43
Medicine	594	1.75	34	1.88	1	2.08	-	-	-	-	629	1.75
Nurse, Practical	162	.48	19	1.05	-	-	-	-	-	-	181	.50
Nurse, Registered	1,341	3.96	134	7.41	3	6.25	1	2.33	1	1.25	1,480	4.13
Occupational Therapist	31	.09	4	.22	-	-	-	-	1	1.25	36	.10
Optometrist	22	.06	-	-	-	-	-	-	-	-	22	.06
Pharmacist	123	.36	3	.17	-	-	-	-	-	-	126	.35
Physical Therapist	70	.21	8	.44	-	-	-	-	-	-	78	.22
Physician	115	.34	14	.77	-	-	1	2.33	1	1.25	131	.37
Veterinarian	117	.35	1	.06	-	-	-	-	-	-	118	.33
X-Ray Technician	34	.10	3	.17	-	-	-	-	-	-	37	.10
Totals	3,260	9.63	250	13.83	6	12.50	4	9.32	5	6.25	3,525	9.82

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Physical & Life Sciences:												
Agricultural Scientist	390	1.15	1	.06	-	-	-	-	-	-	391	1.09
Astronomer	7	.02	-	-	-	-	-	-	-	-	7	.02
Biological Scientist	199	.59	12	.66	2	4.17	-	-	-	-	213	.59
Chemical Lab. Technician	25	.07	6	.33	-	-	-	-	-	-	31	.09
Chemist	136	.40	5	.28	-	-	-	-	2	2.50	143	.39
Geologist	55	.16	-	-	-	-	-	-	-	-	55	.15
Mathematician	108	.32	8	.44	-	-	-	-	-	-	116	.32
Meteorologist	11	.03	-	-	-	-	-	-	-	-	11	.03
Physician	55	.16	-	-	-	-	-	-	-	-	55	.15
Programmer	356	1.05	17	.94	1	2.08	-	-	-	-	374	1.04
Geographer	5	.01	-	-	-	-	-	-	-	-	5	.01
Scientist	114	.34	5	.28	-	-	-	-	-	-	119	.33
Totals	1,461	4.31	54	2.99	3	6.25	-	-	2	2.50	1,520	4.21
Social Science:												
Anthropologist	-	-	1	.06	-	-	-	-	-	-	1	-
Economist	42	.12	2	.11	-	-	-	-	-	-	44	.12
Historian	25	.07	-	-	1	2.08	-	-	-	-	26	.07
Political Scientist	-	-	-	-	-	-	-	-	-	-	-	-
Psychologist	278	.82	25	1.38	1	2.08	-	-	2	2.50	306	.85
Sociologist	57	.17	12	.67	1	2.08	1	2.33	1	1.25	72	.20
Totals	402	1.18	40	2.22	3	6.24	1	2.33	3	3.75	449	1.25

CONTINUED

Occupation	White Number	White Percent	Negro Number	Negro Percent	American Indian Number	American Indian Percent	Oriental Number	Oriental Percent	Other Number	Other Percent	Total Number	Total Percent
Humanities:												
Classics	-	-	-	-	-	-	-	-	-	-	-	-
English	56	.17	1	.06	-	-	-	-	-	-	57	.16
Humanities	9	.03	2	.11	-	-	-	-	-	-	11	.03
Liberal Arts	226	.67	16	.88	-	-	1	2.33	1	1.25	244	.68
Linguist	53	.16	4	.22	-	-	-	-	1	1.25	58	.16
Literature	4	.01	-	-	-	-	-	-	-	-	4	.01
Philosopher	2	.01	-	-	-	-	-	-	-	-	2	-
Speech	10	.03	-	-	-	-	-	-	-	-	10	.03
Totals	360	1.08	23	1.27	-	-	1	2.33	2	2.50	386	1.08
Technical:												
Draftsman	883	2.61	26	1.44	1	2.08	-	-	-	-	910	2.54
Surveyor	6	.02	-	-	-	-	-	-	-	-	6	.02
Tech. Air Conditioning	157	.46	2	.11	-	-	-	-	1	1.25	160	.45
Tech. Auto	7	.02	-	-	-	-	-	-	-	-	7	.02
Tech. Elec. & Electronic	667	1.97	30	1.66	1	2.08	-	-	1	1.25	699	1.95
Tech. Industrial	68	.20	4	.22	-	-	-	-	-	-	72	.20
Tech. Instrumentation	3	.01	-	-	-	-	-	-	-	-	3	.01
Tech. Mechanical	161	.48	3	.17	1	2.08	-	-	-	-	165	.46
Tech. Metallurgy	95	.28	-	-	-	-	1	2.33	-	-	96	.27
Tech. Paper	1	-	-	-	-	-	-	-	-	-	1	-
Tech. General	98	.29	2	.11	-	-	-	-	-	-	100	.28
Totals	2,146	6.34	67	3.71	3	6.24	1	2.33	2	2.50	2,219	6.20

CONTINUED

Occupation	White		Negro		American Indian		Oriental		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Miscellaneous:												
Airplane Pilot	104	.31	1	.06	-	-	-	-	-	-	105	.29
Airplane Stewardess	91	.27	2	.11	-	-	-	-	-	-	93	.26
Clergyman	115	.34	5	.28	-	-	-	-	-	-	120	.33
Cosmetologist	5	.01	1	.06	-	-	-	-	-	-	6	.02
Industrial Trades	1,454	4.29	33	1.82	2	4.17	1	2.33	3	3.75	1,493	4.17
Journalist	175	.52	3	.17	-	-	-	-	-	-	178	.50
Librarian	109	.32	5	.28	-	-	-	-	-	-	114	.32
Library Assistant	21	.06	5	.28	-	-	-	-	-	-	26	.07
Mortician	90	.27	5	.28	-	-	1	2.33	-	-	96	.27
Service Worker, General	13	.04	-	-	-	-	-	-	-	-	13	.04
Social Worker	453	1.34	101	5.59	1	2.08	1	2.33	1	1 25	557	1.55
Urban Planner	10	.03	-	-	-	-	-	-	-	-	10	.03
Totals	2,640	7.80	161	8.93	3	6.25	3	6.99	4	5.00	2,811	7.85
Undecided	1,543	4.56	60	3.32	-	-	1	2.33	5	6.25	1,588	4.43
Undeterminable	18	.05	-	-	-	-	-	-	-	-	18	.05
No Response	2,141	6.32	124	6.86	10	20.83	1	2.33	9	11.25	2,306	6.43
Totals	3,702	10.93	184	10.18	10	20.83	2	4.66	14	17.50	3,912	10.91
Grand Totals	33,866		1,808		48		43		80		35,845	

Table 18

REPORTED ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING - BY RACE

MICHIGAN - Fall 1966

Colleges and Universities	White		Negro		American Indian		Oriental		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
State Colleges and Universities:	100,188	61.01	4,142	59.63	129	61.43	825	78.65	329	63.03	105,613	61.07
Central Michigan Univ.	7,451	4.54	32	.46	5	2.38	12	1.14	3	.57	7,503	4.34
Eastern Michigan Univ.	11,564	7.04	509	7.35	10	4.76	37	3.53	30	5.74	12,150	7.03
Ferris State College	5,347	3.26	138	1.99	2	.95	4	.38	3	.57	5,494	3.18
Grand Valley State College	1,078	.66	12	.17	1	.48	2	.19	2	.38	1,095	.63
Mich. Tech. Univ.(Sault)	3,843	2.34	15	.07	7	3.33	29	2.76	12	2.30	3,906	2.26
Mich. State University	16,763	10.21	280	4.04	19	9.05	143	13.63	54	10.34	17,259	9.98
Northern Mich. University	5,991	3.65	130	1.88	13	6.19	9	.86	7	1.34	6,150	3.56
Oakland University	2,136	1.30	25	.36	-	-	7	.67	10	1.92	2,178	1.26
Saginaw Valley College	40	.02	-	-	-	-	-	-	2	.38	42	.02
University of Michigan	13,924	8.48	247	3.56	22	10.48	270	25.74	65	12.45	14,528	8.40
Wayne State University	24,254	14.77	2,473	35.69	43	20.48	286	27.26	128	24.52	27,184	15.72
Western Michigan	7,797	4.75	281	4.06	7	3.33	26	2.48	13	2.49	8,124	4.70
Community Colleges:	33,866	20.62	1,808	26.25	48	22.86	43	4.10	80	15.33	35,845	20.73
Alpena Community College	343	.21	-	-	-	-	-	-	-	-	343	.20
Bay de Noc Comm. College	373	.23	-	-	1	.48	-	-	-	-	374	.22
Delta College	2,019	1.23	60	.87	-	-	-	-	9	1.72	2,088	1.21
Flint Jr. College	4,396	2.68	410	5.93	6	2.86	3	.29	11	2.11	4,827	2.79
Gogebic Comm. College	319	.19	1	.01	-	-	-	-	-	-	320	.19
Grand Rapids Jr. College	2,995	1.82	138	1.99	5	2.38	6	.57	9	1.72	3,153	1.82
Henry Ford Comm. College	4,670	2.84	88	1.27	3	1.43	9	.86	8	1.53	4,778	2.76
Highland Park Jr. College	771	.47	439	6.34	7	3.33	7	.67	8	1.53	1 232	.71
Jackson Community College	1,601	.97	73	1.05	3	1.43	1	.10	4	.77	1,682	.97
Lake Michigan	1,782	1.09	107	1.69	2	.95	2	.19	7	1.34	1,910	1.10
Lansing Community College	1,266	.77	28	.40	3	1.43	2	.19	5	.96	1,304	.75
Macomb County	4,549	2.77	194	2.80	7	3.33	5	.48	3	.57	4,758	2.75
Monroe County	414	.25	2	.03	-	-	2	.19	3	.57	421	.24
Montcalm County	89	.05	1	.01	-	-	-	-	-	-	90	.05
Muskegon County	1,584	.96	61	.88	1	.48	-	-	7	1.34	1,653	.96
North Central Michigan	334	.20	-	-	1	.48	-	-	-	-	335	.19
Northwestern Michigan	1,294	.79	3	.04	4	1.90	3	.29	3	.57	1,307	.76
Oakland County	1,788	1.08	4	.06	-	-	-	-	-	-	1,792	1.04
Port Huron Junior College	463	.28	-	-	-	-	-	-	-	-	463	.27
Schoolcraft Community	1 812	1.10	12	.17	1	.48	2	.19	1	.19	1,828	1.06
Southwestern	339	.21	34	.49	-	-	-	-	1	.19	374	.22
Washtenaw Community	665	.40	143	2.06	4	1.90	1	.10	1	.19	814	.47

Private-Church Affiliated:	20,073	12.22	649	9.37	22	10.48	117	11.15	78	14.94	20,939	12.11
Aquinas College	981	.60	5	.07	-	-	5	.48	6	1.15	997	.58
Dellma Jr College	70	.04	-	-		-	2	.03	1	.19	73	.04
Duns Scotus College	83	.05	1	.01	-	-	-	-	1	.19	85	.05
Madonna College	180	.11	6	.09	-	-	1	.10	-	-	187	.11
Marygrove College	782	.48	6	.09	-	-	1	.10	7	1.34	796	.46
Nazareth College	402	.24	1	.01	-	-	8	.76	1	.19	412	.24
Sacred Heart Seminary	177	.11	1	.01	-	-	-	-	-	-	178	.10
St. Joseph Seminary	33	.02	-	-	-	-	-	-	-	-	33	.02
St. Mary's College	102	.06	-	-	-	-	-	-	-	-	102	.06
Siena College	538	.33	8	.12	2	.95	1	.10	8	1.53	557	.32
University of Detroit	6,786	4.13	199	2.87	6	2.85	53	5.05	29	5.56	7.073	4.09
Albion College	1,604	.98	19	.27	2	.95	6	.57	2	.38	1,633	.07
Alma College	466	.28	-	-	-	-	-	-	-	-	466	.27
Andrews University	1,149	.70	129	1.86	5	2.38	25	2.38	10	1.92	1,318	.76
Calvin College	3,107	1.89	2	.03	2	.95	-	-	-	-	3,111	1.80
Concordia Lutheran	498	.30	1	.01	-	-	-	-	-	-	499	.29
Detroit Bible College	283	.17	14	.20	-	-	-	-	-	-	297	.17
Grace Bible College	113	.07	-	-	-	-	-	-	-	-	113	.07
Kalamazoo College	825	.50	20	.29	1	.48	6	.57	3	.57	855	49
Michigan Christian	217	.14	14	.20	-	-	-	-	-	-	231	.13
Michigan Lutheran	150	.09	182	2.63	3	1.43	-	-	4	.74	339	.20
Olivet College	644	.39	24	.35	-	-	7	.67	2	.38	677	.39
Soumi College	321	.20	12	.17	-	-	-	-	-	-	333	.19
Spring Arbor College	562	.34	5	.07	1	.48	2	.19	4	.74	574	.33
Business and Technical:	10,094	6.15	329	4.75	11	5.24	64	6.10	35	6.70	10,533	6.09
Detroit Inst. of Tech.	643	.39	62	.89	5	2.38	2	.19	9	1.72	721	.42
General Motors Institute	1,862	1.13	1	.01	-	-	-	-	-	-	1,863	1.08
Lawrence Inst of Tech.	3,346	2.04	31	.45	3	1.43	53	5.05	12	2.30	3,445	1.99
Cleary College	763	.46	36	.52	-	-	4	.38	2	.38	805	.46
Davenport College of Bus.	889	.54	-	-	-	-	-		1	.19	890	.51
Detroit College of Bus.	1,174	.71	105	1.52	1	.48	3	.29	4	.77	1,287	.74
Muskegon Business	271	.17	24	.35	-	-	-	-	-	-	295	.17
Walsh Inst. of Tech	482	.29	42	.61	2	.95	2	.19	4	.77	532	.31
Detroit College of Law	591	.36	25	.36	-	-	-	-	2	38	618	.36
Merrill-Palmer Inst.	73	.04	3	.04	-	-	-	-	1	.19	77	.04
TOTAL-ALL INSTITUTIONS	164,221	94.96	6,928	4.00	210	.12	1,049	.62	522	.30	172,930	100.00

Table 19

SURVEY RESPONDENTS AS PERCENT OF TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION IN MICHIGAN - Fall 1966

INSTITUTION	Total Enrollment	Percent Responding
State Colleges and Universities:		
Central Michigan	11,136	67.38
Eastern Michigan	14,985	81.08
Ferris State	6,801	80.78
Grand Valley State	1,341	81.66
Michigan Tech.-Sault	5,289	73.85
Michigan State	41,474	41.61
Northern Michigan	7,138	86.18
Oakland University	3,143	69.30
Saginaw Valley	242	17.36
University of Mich.	36,063	43.94
Wayne State	30,832	88.17
Western Michigan	17,887	49.33
TOTAL	176,331	59.9
Community Colleges:		
Alpena Community	752	45.61
Bay de Noc	485	77.11
Delta	3,341	62.50
Flint Junior	6,230	77.48
Gogebic Community	478	67.22
Grand Rapids Junior	4,781	65.91
Henry Ford Community	11,027	43.33
Highland Park Junior	3,312	37.20
Jackson Community	2,569	65.47
Lake Michigan	2,568	74.38
Lansing Community	4,063	32.09
Macomb Community	9,707	49.02
Monroe Community	439	95.90
Montcalm Community	202	44.55
Muskegon Community	3,498	47.26
North Central	521	64.30
Northwestern Michigan	1,416	92.30
Oakland Community	4,089	43.71
Port Huron Junior	2,514	18.41
Schoolcraft Community	3,180	57.34
Southwestern	415	90.12
Washtenaw Community	1,207	67.44
TOTAL	66,796	53.7
Church Affiliated Colleges:		
Aquinas College	1,450	68.76
DeLima Junior	77	94.81
Duns Scotus	90	94.44
Madonna College	608	30.76
Marygrove College	1,544	51.55
Nazareth College	470	87.66
Sacred Heart Seminary	240	32.50
St. Joseph's Seminary	38	86.84
St. Mary's College	110	92.73
Siena College	765	72.81
University of Detroit	8,626	82.00
Albion College	1,657	98.55
Alma College	1,078	43.23
Andrews University	2,081	63.30
Calvin College	3 234	96.20
Concordia Lutheran	508	98.23
Detroit Bible College	398	74.62
Grace Bible College	114	99.12
Kalamazoo College	1,200	71.13
Michigan Christian	232	99.14
Michigan Lutheran	569	59.58
Olivet College	720	94.03
Soumi College	439	75.85
Spring Arbor College	598	95.99
TOTAL	26,846	77.6
Business & Technical Institutions:		
Detroit Inst. of Tech.	2,025	35.60
General Motors Inst.	3,061	60.86
Lawrence Tech.	3,925	87.77
Cleary College	1,297	61·99
Davenport College	1,190	74.79
Detroit College of Bus.	1,208	100.00
Muskegon Business	475	62.11
Walsh Inst. of Tech.	610	87.21
Detroit College of Law	662	93.35
Merrill Palmer Inst.	206	37.38
TOTAL	14,659	71.8
GRAND TOTAL	284,630	60.7

Procedure

Survey cards were prepared by a committee consisting of Dr. Ira Polley, then Executive Director of the Michigan Council of State College Presidents and now State Superintendent of Public Instruction; Dr. James McCormick, Vice-President for Student Affairs, Wayne State University; Dr. Gordon Sabine, Vice-President of Special Projects, Michigan State University; Mr. John Feldcamp, Assistant to the Vice-President of Student Activities, University of Michigan; and the Commission staff.

An early draft of the survey card was pre-tested by a class of community college students from the Detroit Metropolitan area. The basic data for the study was obtained during Fall 1966 registration when survey cards were sent to Michigan institutes of higher education named on a list obtained from the Michigan Department of Education. Registrars at these institutions administered the collection of the data by distributing the survey cards to students registering, and after registration was over, returning the cards to the Michigan Civil Rights Commission.

Completed survey cards were obtained from approximately 65% of all the college students attending the 68 participating institutions. The list of the 68 colleges and the rate of response of the student body in each can be found in the appendix on Page 47. Complete classification of all students in these institutions was not obtained because students were asked to participate on a voluntary basis.

The information on the returned cards was coded for automatic data processing. The vocational preparation codes were devised by Commission staff for this study based on the classification system used by the U.S. Department of Labor in its educational and occupational titles. These vocational codes then were applied to the vocational choices of the students as they were written on the survey cards. A county code was also used for classifying the home county of the Michigan resident students. The data from the survey cards, after they had been coded, was punched on tabulating cards for computer processing, results of which are presented in this report.

Michigan Civil Rights Commission

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Julian A Cook, Jr., Co-Chairman
John Dempsey, Co-Chairman
Mrs. Frank W. Wylie, Secretary
Rev. Dr. A. A. Banks, Jr.
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